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DEVELOPMENT AND EVALUATION OF A TRAINING
PROGRAM IN HUMAN RELATIONS
TEA: TRAINING FOR EFFECTIVE ATTENDING

A dissertation Presented

By

Shimshon Zeevi

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for
degree of

DOCTOR OF EDUCATION

September 1970

Major Subject: Education

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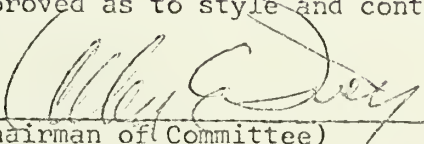
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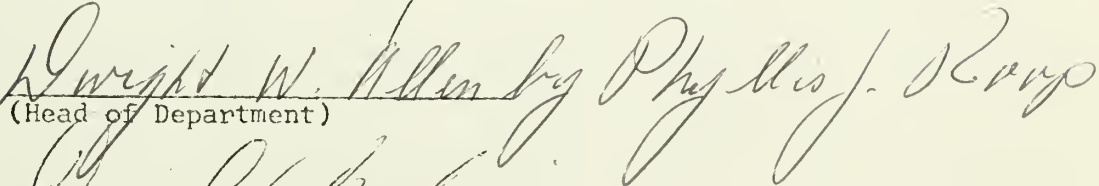
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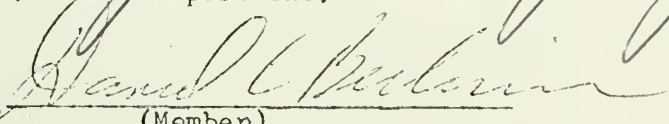
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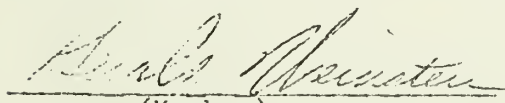
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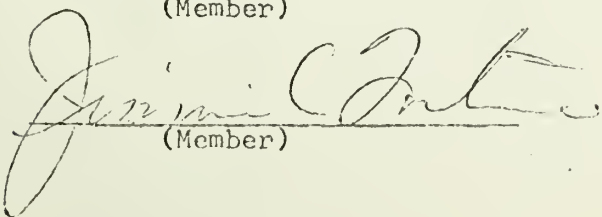
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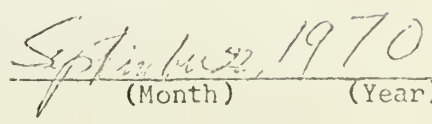

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TEA: Training for Effective Attending was developed as a result of a growing concern about the effectiveness of group training programs in human relations. It also grew out of the need for alternative and different programs in the field of human endeavor.

The School of Education at the University of Massachusetts provides a unique and a stimulating work environment for the development of many innovative educational programs. It was within this positive atmosphere that TEA was developed.

Among the many persons who offered criticism, ideas and support for my work, I am most indebted to Dr. Allen E. Ivey, Mr. Gerald Weinstein and Dr. David Berliner whose contributions made the TEA a reality. Dr. Allen E. Ivey, not only provided the encouragement and support which I needed, but also contributed a great deal to my own personal growth throughout the program. His warm support and intellectual stimulation as well as his devotion represents a contribution whose worth cannot be weighed. Mr. Gerald Weinstein contributed most to the development of the TEA curriculum. He was always available for advice and consultation. He shared my excitement about educational innovation and his continuous encouragement is highly appreciated. Dr. David Berliner initiated the basic research idea and helped immeasurably with certain aspects of the design and analysis of the data.

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S. Z.

TABLE OF CONTENTS

ACKNOWLEDGMENTS

LIST OF TABLES

Chapter	Page
I. GENERAL STATEMENT OF THE PROBLEM	1
Theoretical Framework	
Need for Alternative and Additional Programs	
II. TRAINING IN HUMAN RELATIONS - REVIEW OF THE LITERATURE.	11
The T-group Framework:	
A few basic assumptions	
Process	
Objectives	
The Trainer	
Definition	
T-Group Training - Related Research	
Issues and Problems in Group Training Programs	
Training in Human Relations - Alternative Programs	
Peer	
Hierarchy	
HDP	
Workshop	
Other Programs	
Effectiveness of Affective Learning Exercises	
Conclusion	
III. TEA: TRAINING FOR EFFECTIVE ATTENDING.	51
Theoretical Formulation	
Contributions of Existing Programs	
Four Developmental Assumptions	
Development of the TEA Program:	
Selection of exercises	

Units of Exercises:
 Things and people
 Individual and group
 Curriculum Outline
 The Role of the Trainer
 Timing and Facilities
 Experiments with the TEA Program

IV. FRAMEWORK OF THE PRESENT STUDY. 70

Hypotheses and Operational Definitions:
 References to self
 Richness of verbal response
 Greater physical relaxation
 Research Design and Procedures:
 Participants
 Instrumentation:
 MSGO
 ACL
 Silent movies
 Items in room
 physical measurements
 Statistical Analysis

V. RESULTS. 88

Improvements in References to Self
 Richness of Verbal Response
 General Physical Relaxation

VI. DISCUSSION, OBSERVATIONS AND LIMITATIONS OF
 THE TEA PROGRAM. 108

Discussion:
 Improvement in references to self
 MSGO
 ACL
 Summary
 Richness of verbal response
 Greater physical relaxation

Chapter	Page
Informal observations	
Limitations of the TEA program:	
Volunteers and design	
Measurements	
Conclusion	
VII. FINAL SUMMARY AND APPLICATION OF THE TEA PROGRAM.	126
Summary	
Suggestions for Further Research	
Application of the TEA Program	
APPENDICES.	136
BIBLIOGRAPHY.	231

TABLES

1. Reliability Table for the Adjective Check List (ACL)
2. A Summary Table for Analyses Related to Hypothesis 1.
3. A Summary Table for Analyses Related to Hypothesis 2.
4. A Summary Table for the Sign Test and the Wilcoxon Test for the September 1969 Study.
5. A Summary Table for Analyses Related to Hypothesis 3.
6. Summary of Analysis of Covariance for Adjectives Checked on the Favorable Scale of the ACL for Two Studies.
7. The Mann-Whitney U Test on the Unfavorable Scale of the ACL for Two Studies.
8. A Summary Table for Analyses Related to Hypothesis 6.
9. A Summary of Analysis of Covariance for Adjectives Checked on the Intracception Scale of the ACL for Two Studies.
10. A Summary Table for Analyses Related to Hypothesis 8.
11. A Summary Table for Analyses Related to Description of Movies.
12. A Summary Table for the Sign Test and the Wilcoxon Test for the February 1970 Study.
13. A Summary Table for Analyses Related to Hypothesis 10.
14. A Summary Table for the Sign Test and the Wilcoxon Test for Blood Pressure Counts in Four Studies
15. The Sign Test for Pulse Rate Counts in Four Studies.
16. The Sign Test for Respiration Counts in Four Studies.

CHAPTER I

GENERAL STATEMENT OF THE PROBLEM

Training for Effective Attending (TEA) is a two day program in human relations. The general purpose of the program is to help people learn to relate to themselves and to others more comfortably. Most group training programs in human relations stress relations with others in the hope that as a result of participation, the individual will feel more comfortable within himself. The TEA program approaches the issue of relationships with self directly. To accomplish this, TEA provides units of affective learning exercises so that each individual might explore his self-attending behaviors.

Deriving from existential thought, the TEA program emphasizes self-exploration. Closely related to the program is the behavioral construct of attending behavior, a system of noticing, and awareness of one's environment. Attending and self-exploration integrate in the basic methodology of the program.

This study ultimately attempts to determine whether a short-term training program, composed of affective learning exercises, can actually produce improved self-attending behaviors, and whether these improvements can be measured.

Operationally defined, the program is evaluated by measurement of improvement in self-attending behaviors. These behaviors are identified as: self-concept, perceived response of others, and richness of verbal response.

THEORETICAL FRAMEWORK

There is a considerable body of popular and scientific literature which examines the need for, and practical application of, training in human relations as a tool for the achievement of improved interpersonal as well as intrapersonal skills. The view to which many writers subscribe was expressed recently by the Science Editor of National Education Television:

In a day when more income, a larger car and better washing machines have become so important, the deepest needs of man for authenticity and fulfillment are not being met. The result, in view of many psychiatrists and psychologists, is that human relationships have become. . . superficial, and that many of us, perhaps even most of us, are going through life without knowing the security of a single deep, or significant relationship. A relationship in which we can simply be ourselves without fear or facade. (NETV, 1969).

In order to remedy partially, or at least deal with, the rising need for more meaningful relationships, social scientists have been studying and developing techniques designed to train individuals in basic human relations skills. These training programs cover a wide range from therapy to mysticism. Whatever their motives are, they are part of the growing human potential movement. Rogers (1969) sees this development of human relations programs as a "potent new cultural development, an exciting social invention, a truly grass roots movement that has grown out of personal, organizational and social needs."

(p. 27)

Underlying the formation of most training programs in human relations is a strong commitment to existential philosophy. Existential-phenomological experience has been stressed in the writings of Heidegger (1949), Sartre (1947, 1948, 1955), Allport (1955), Rogers (1961), and Maslow (1962). From these philosophies and experiences derives the concept of the uniqueness of man and the uniqueness of his situation. Man, as a being within this world, has no control over the space and time he occupies, but he does have complete freedom within them. Hansen (1966) elaborates on this and points out that: "If for the existentialist man's freedom is a function of his situation, then each man's knowledge of where and when he is, is important." For others, this knowledge is crucial since it provides the starting point towards a more "actualized" being.

Essentially, what is implied from existential thinking is a strong belief in man's capacity for change, a recognition that man functions at a mere fraction of his potential and a proposition that as long as man remains dependent on others in the development of his sense of self, he is limited in knowing himself except as he relates to others. There is also a recognition that it is man's inability to act, and to take the responsibility for his action, which is the major contributor to his anxiety and feelings of guilt. Otto (1969) points out that the above propositions form the generalized hypotheses behind the formation of most training programs in human relations.

If, then, man is in a continuing struggle with himself within his situation, if man spends much of his energy knowing himself primarily through attending to others, and if his dependency on others remains within his "situation," as

Sartre termed it, then it stands to reason that man will not be able to move towards becoming what Maslow discusses as the "self-actualizing man." He will not be able to achieve greater self-realization unless he will free himself sufficiently to discover his potential for making his reality, the action mirrored by himself and not through others. In order to do that, he must learn to attend to himself. He must learn to relate to himself more comfortably.

In writing on the concept of attending behavior, Ivey (1968), taking a more behavioral position, identifies a central aspect of establishing a relationship with another as "being aware of, and responsive to, the communications of that individual, and communicating this attentiveness." (p. 2) Skinner (1953) considers attention a generalized reinforcer and indicates that attention to a person, or object, is vital and a necessary condition for other reinforcements from them. These points have been amply demonstrated by behavioral scientists during recent years. Kennedy and Thompson (1967) dramatically illustrate how teaching a hyper-active child the art of attending markedly altered his classroom behavior. Ivey and Hinkle (1968) describe a situation where students were taught the concepts of attending behavior, practiced them in class, and within a short period of time affected the behavior of the teacher. Hall et al. (1968), illustrated the effects of teacher attention on study behaviors of pupils. Thomas and his associates (1968) illustrated varying teacher behaviors as they help reduce disruptive classroom behavior.

Ivey (1968a) takes this concept of attention a step further and in addition to viewing attending behavior as a reinforcer in relationships, he suggests that

"attending behavior could be considered a skill basic to the acquisition of other skills." (p. 13) Although he describes his idea primarily in operant terms, Ivey also relates his concepts in more existential ideation by describing them in the following way:

For students to learn how to read, they must first be able to attend to the printed page. A track star must be able to attend to internal physical cues and to his environment if he is to run a good race. (p. 13)

Combining this practical approach with the philosophical background as presented in this chapter, it is possible to argue that for a person to relate to himself and to others he must become aware of, and responsive to, the communications from within himself. It is also possible to argue that prior to being able to exercise real attending to others, the person must realize a more comfortable and complete attending to himself. The techniques of attention coupled with existential philosophy form the theoretical and practical framework for the TEA program, a program designed to allow for the exploration of self-attending behaviors.

NEED FOR ALTERNATIVE AND ADDITIONAL PROGRAMS

Although most training programs in human relations deal with one or more aspects of intrapersonal relationships, they usually treat these relationships within a larger constellation of interpersonal variables. Intrapersonal relationships, such as increased self-awareness, or self-insight, are incorporated within the general design for improved interpersonal relationships.

The existing programs can be grouped in two major categories. The first includes programs which are basically exploratory in nature. Specifically, these are activities of body and sensory awareness associated with Esalen and Kairos institutes in California, aimed at the general development of human potential. The second category includes programs which were designed to achieve change in attitudes, awareness and interpersonal competence. These programs are primarily associated with the NTL Institute for Applied Behavioral Science, Washington, D. C., and the Western Behavioral Sciences Institute in California. Despite a rather positive personal experience for the majority of the participants, the existing programs have failed in general to demonstrate a positive correlation between training and outcome. This does not mean that there is no change occurring as a result of training. It means, however, that much of the change is not predicted from within the original design of the training program. Harrison (1967) highlights this proposition when he observes that:

If I had to select one aspect of training which most needs theoretical formulation and exploratory investigation, I should choose this problem of the relationships between experience, and learning outcomes. (pp. 17-18)

Harrison's observation was supported by Rogers (1969) who argued strongly that "instead of searching. . . for designs, we do well to seek recurrent threads and at most small patterns." Rogers and Harrison emphasize the need to make training programs more operational. Group training programs and experiences are relatively new, and their meaning to the individual participant is yet to be fully understood. There is a growing recognition that "there is no

one method which works well for everyone," (Schutz, 1967, p. 12) hence, the need for further experimentation and the development of diverse programs. There is also a growing recognition that it is within the area of improved intrapersonal relationships that much of the individual's potential for better social functioning lies. This recognition manifested itself recently in a number of ways. Among these are many attempts at using variations of T-group training for the improvement of intrapersonal behaviors. Bennis and his associates (1957), Bass (1962), Clark and Culbert (1965) and many others, used sensitivity training programs to assess the possible impact of training on changes in perception of self. Their efforts were limited, however, by the use of a generalized training program (sensitivity training) which was not developed specifically for this purpose, nor was it adopted to deal with the objectives the researchers had in mind.

A more direct and intensified effort in making learning a more meaningful experience is currently conducted through the country through the field of humanistic education. Using affective learning exercises, which form the basic learning tool in many training programs in human relations, humanistic educators are studying the practical application of exercises as tools designed to bring about desired goals. Affective learning, defined as "containing objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. . . . interests, attitudes, appreciations, values, and emotional sets or biases, " (in Brown, 1969) forms the base for most of the attempts at bringing about personal change. Used by educators, exercises are being developed to improve teaching skills, offer diagnostic tools, and make learning a relevant experience to the

student. These exercises are being developed as full curricular units as well as small independent entities. Such exercises have been developed as part of a special project by Brown (1968) at Esalen Institute. Schutz (1967), Perls et al., (1951), Gunther (1968), Berzon et al., (1968) Malamud and Machover (1965), Bradford et al., (1964) and many others offered affective learning exercises for use in groups or individually.

Affective learning exercises are used as part of curricular units aimed at making cognitive learning more meaningful. They are also experimented with as tools in redesigning educational purposes and content where the student himself is the major contentual element in learning. The work of Weinstein, Director of the Center for Humanistic Education at the School of Education, University of Massachusetts, represents this dimension.

A successful application of affective learning exercises as the major part of training is reported by Berzon, Reisel and Davis (1968), who developed the PEER program for self-directed groups. PEER is a programmed approach, using audio-taped exercises designed to allow for personal growth within a group setting. More carefully researched than most approaches in this area, PEER demonstrated a partial success, thus paving the road for further experimentation with affective learning exercises as significant tools for personal growth.

Although they represent exciting learning tools, affective learning exercises are yet to be fully tested. Borton (1969a) reports on an intensive survey which was conducted by Alschuler and Willis who attempted to discover what techniques and philosophies are currently employed in the field. Borton

reports that they found very little research on their effectiveness and "very little hard evidence that programs in this new field accomplish much more than natural maturation." Similar to the reactions to the structured training programs in human relations, affective learning exercises prove to be rather meaningful to most participants, yet show little evidence about their effectiveness through research.

The practical need for the formation of the TEA program is thus based on:

1. The need for further experimentation with new and diverse programs in human relations.
2. The relative lack of a specific training program designed to deal with intrapersonal relationships.
3. The potential contribution of affective learning exercises for personal growth, as demonstrated in the field.
4. The growing recognition of the significance of intrapersonal relationships as prerequisites for better interpersonal functioning.

Simultaneously, there is a need for evaluation of the program if it is to demonstrate the applicability and value of structuring learning exercises.

The prediction of the study is that a short term training program composed of affective learning exercises will prove to be effective in reaching desired goals, and that results of this training can be demonstrated.

It is important to note that the four participating groups in the TEA program were composed of individuals who volunteered to take the training. Lack of sufficient number of volunteers available for the development of a true

experimental design led to the use of a quasi-experimental study with a non-equivalent control group design for each independent study. As such, generalizations should be confined to training situations involving individuals who have volunteered to partake in training. It may be pointed out, however, that the majority of those actually undergoing human relations training are volunteers. Thus, this may be considered a delinination rather than a limitation of this study.

CHAPTER II

TRAINING IN HUMAN RELATIONS - REVIEW OF THE LITERATURE

The development of group training programs during recent years is largely due to: (1) the intensified alienation of individuals from a conflict-torn society; (2) the concern of social scientists about the alleged inadequacy of the traditional services through which individuals have been receiving help; (3) the growing realization that man functions at a mere fraction of his potentialities; and (4) the proposition that today, more than ever before in our recent history, man needs to have the opportunity to develop his potentialities, not only for his emotional survival in the present but also for his future if he is to live a meaningful life.

McLuhan (1970) proposes that "we must understand that a totally new society is coming into being, one that rejects all our old values, conditioned responses, attitudes, and institutions." Other social scientists may not view the situation as critically as McLuhan does, but very few will disagree with the following statement made by the National Center for the Exploration of Human Potential:

We live today in a society which is deeply in conflict with itself - in war, discrimination, pervasive dishonesty, violence, apathy and social confusion. In order to move forward, society as individuals and institutions, must find and develop its humanness.

It is rather sad that in the society of the self-made man, one of the most challenging tasks of man is to become a fully human man. Existential writers have proposed long ago that the heaviest burden man carries with him is in his search for meaning in a meaningless world. They suggested that it is with this orientation that man is continuously striving for developing his sense of self, for realizing his potentialities. Rogers (1954), and Maslow (1954) have used concepts such as self-actualization and self-realization to express the goals of personal growth. Fromm (1955) proposes that unlike all other living things, man has a purpose in being. Man must attempt to develop adequate facilities in order to cope with his environment if he is to survive. While engaging in this process, man is changing. Man is, what Allport (1955) termed - "Becoming."

In their presentation on the self-concept theory of learning, Beatty and Clark (1962) point out that the key to man's "purpose and becoming is the process of his being aware." (p. 3) They add that:

Aware-ing is an innate potential of man. It must go on, just as the heartbeat of any automatic process must go on. It is a process essential to life The human is knowing, and only in knowing does he continue to survive. It is the aware-ing of alternatives courses of action, of consequences, of states of one's own organism and the environment which shapes behavior and learning. (p. 3)

Out of this a large number of programs were developed. Essentially, what is implied from existential thinking and reflects in most of the programs, is not only the concept that man has a purpose in being, but that he is also capable of change towards a more meaningful being. Since man is basically

aware of himself through his relationships with others, then it is possible that through these others man can become more actualized.

Although aiming at the achievement of many different objectives, the purpose of most training programs is to offer the individual participant an opportunity to look at alternatives for behavior, awareness, or both. Differentiating these programs from the traditional therapeutic experiences, Schutz (1967) refers to them as programs whose purpose is: "making well people better." (p. 10) This chapter will focus on a discussion of a few of the leading group training programs in human relations and various alternative programs which were developed during recent years.

The most widely used training programs in human relations training today are variations of the traditional T-group framework. Of these, the most extensively used are sensitivity training and encounter groups. The primary distinguishing aspect of these programs from all other previously established group experiences is in the trusting and permissive atmosphere in which participants feel free to express themselves and learn to deal with their own feelings and reactions. The basic objective of these groups, as suggested by Bradford, Gibb and Benne (1964) is:

To mobilize group forces to support the growth of members as unique individuals simultaneously with their growth as collaborators. (p. 2)

THE T-GROUP FRAMEWORK

Developed in 1947, the T-group training was one of four ingredients of laboratory training, the others being: Information or theory sessions, Focused exercises (role playing, group observation, etc.) and a variety of other activities (seminars, interviews, etc.). According to Schein and Bennis (1965) the purpose of the laboratory was to create opportunities for learning in five major areas:

1. Self. The delegates' own behavior in groups and the impact their behavior has on other members.
2. Others. The behavior of others in a group and the impact their behavior has on them.
3. Groups. How groups work; what makes them function.
4. Large systems. How organizations and larger social systems work.
5. The learning process. How participants learn from their own experience. (p. 13)

It was within the T-group (T stands for training) that participants in the laboratory training experienced personal learning. The rising need for alternative programs and the growing demand for more intensified personal experiences led through the years to experimentations with many aspects of T-group training. Consequently it led in 1961 to the formation of a new training design, based on the traditional T-group framework, which placed a heavy emphasis on increased awareness and self insight of individuals in groups. This design became known as sensitivity training. Later developments, brought about the formation of encounter groups and marathon experiences, offering yet more intensified emotional involvement of individuals in groups. Since these approaches are

variations of the traditional T-group experiences they will be discussed inter-dependently.

A FEW BASIC ASSUMPTIONS

Underlying the formation of training groups are a number of basic assumptions upon which learning takes place. These assumptions are based on pooling together findings from related fields of human growth and behavior. Essential to the formation of group training programs was the research in group dynamics which highlighted the proposition that self-initiated change, through participation in group experiences, leads to personal growth. Insights to learning through group experiences was offered by Bales (1950), Benne and Sheats (1948), Deutsch, Pepitone and Zander (1948), Gordon (1950), Jenkins (1948), Lippitt (1959), Whyte (1953), Ben-Zeev (1958) and others. Summarizing the findings from both research and practice, Campbell and Dunnette (1968), offer 8 basic assumptions:

1. A substantial number of group members, when confronted with others' behaviors and feelings in an atmosphere of psychological safety, can produce articulate and constructive feedback.
2. A significant number of group members can agree on the major aspect of a particular individual's behavior exhibited in the group situation A certain degree of communality is necessary if the feedback is to be helpful for the individual.
3. Feedback is relatively complete and deals with significant aspects of the individual's behavior.
4. The behavior emitted in the group is sufficiently representative of behavior outside the group so

that learning occurring within the group will carry over or transfer.

5. Psychological safety can be achieved relatively quickly (in the matter of a few hours) among either complete strangers or among associates who have had varying types and degrees of interpersonal interaction.
6. Almost everyone initially lacks interpersonal competence; that is, individuals tend to have distorted self-images, faulty perceptions, and poor communication skills.
7. Anxiety facilitates new learning.
8. . . . transfer of learning occurs between the cultural island and the "back home" situation.
(p. 77)

Campbell and Dunnette (1968) are quick to point out that "little can be said about the validity of such assumptions since they involve extremely complex processes with as yet only a very thin research content." (p. 77) Schein and Bennis (1965) also highlight this issue and point to the difficulty in developing a learning theory in T-group training in terms of the interaction between the cognitive, emotional and behavioral elements. This interaction presents a complex yet to be more fully understood. Schein and Bennis (1965) offer one possible answer to this dilemma. The authors discuss this in terms of a cycle, "of a sequence of learning steps which are interdependent:

Specifically, the learning cycle or sequence is a series of overlapping steps starting with the dilemmas or with disconfusing information which produces attitude change. Attitude change in turn produces behavior which serves as data for other, and thus produces new awareness in others; this new awareness produces more attitude change and more

new behavior, and so on. Ultimately, the learning process in a laboratory is a constant flow of this sort of overlapping steps or stages. (p. 272)

Certain conditions must be met if learning through T-group experiences is to be effective. Schein and Bennis (1965) point to the need for the development of a "frank sharing of reactions and feelings and a climate of support and encouragement which facilitates further exposure." (p. 19) Another condition is the development of a willingness to "engage in genuine mutual exploration of group phenomena and a group atmosphere in which experimentation and exploration are viewed as positive sources of learning." (p. 19)

Hence there is a focus in the T-group framework on creation of a miniature society, emphasis on the here and now, within a residential setting. The residential setting, within which individuals have the opportunity to behave and react the way they feel without social restrictions imposed from outside the individual, sets the stage for a rather high emotional involvement which, according to Dimock (1968), maximizes learning. Bradford, Gibb and Benne (1964) suggest that throughout the T-group experience, "members develop their own skills in giving and receiving help. They learn to help the trainer ". . . as he assists in the development of individual and group learnings." (p. 2)

The strong emphasis in the T-group experiences on feedback as the primary learning tool is also seen as serving a validating function with respect to initial behavior. This is being highlighted by Bradford, Gibb and Benne (1964) who point out that:

A closely related notion from learning theory is the powerful effect of instantaneous feedback concerning the effect of the learner's exploratory response. In learning about the effect of his behavior on other people, the learner needs to have some more or less immediate report of the effects of his response to the others. (p. 25)

PROCESS

NTL Institute for Applied Behavioral Science, News and Reports, April 1968, describes a typical T-group starter through the following comments made by the trainer in the beginning of the session:

This group will meet for many hours and will serve as a kind of laboratory where each individual can increase his understanding of forces which influence individual behavior and performance of groups and organizations. The data for learning will be our own behavior, feelings, and reactions. We begin with no definite and no specific agenda. It will be up to us to fill the vacuum created by the lack of these familiar elements and to study our group as we evolve.

With this statement the trainer begins to assume a guiding role, rather than a leadership role, in the group. The process which takes place following the opening remarks of the trainer has been described by Bennis (1964) in terms of two "Phase Movements." The first is referred to as "dependence," which includes three distinct subphases: (1) from behavior aimed at warding off general anxiety (dependence-flight) to (2) counter-dependence flight, which is "the most stressful and unpleasant in the life of the group." (p. 255) From there to (3) a phase where the member no longer feels isolated (resolution-catharsis). The second phase movement in the T-group is described as "interdependence" and includes also three subphases: (1) from a period where tensions are dissipated

by joking, and efforts are made to patch up differences, (enchantment-flight), to (2) the formation of at least two major sub-groups; "the counterpersonal members band together to resist further involvement. The overpersonal members band together in demand for unconditional love, (disenchantment-flight). (p. 263) The third subphase (3) approaching the end of the training program, includes involvement in the need to establish a method of role evaluation, (consensual validation).

While the T-group offers an opportunity for the exploration of a number of group related skills as well as individual behaviors, sensitivity training was primarily developed with the purpose of helping individuals explore and develop their potentialities as individuals. Bugenthal and Tannenbaum (1963) indicate that sensitivity training places "primary emphasis on the constructive or self-actualizing processes in the personality as contrasted with the more pathological or growth resistive." (p. 107) Sensitivity training is primarily concerned with the overcoming of the limiting forces within individuals, towards a greater realization of their potentialities. While in sensitivity training the individual is encouraged to explore his resistances to change, in encounter groups he is helped to explore his feelings in depth. Essentially, the basic departure of the encounter group experience from the sensitivity training lies in the intensity of the encounter group atmosphere. Birnbaum (1969) points out that the term encounter group "derives from the phrase 'basic encounter group' that Carl Rogers. . . coined to differentiate a new kind of experience from the traditional T-group." (p. 83)

Offering yet a deeper level of intensity in learning is the marathon group experience. This difference, according to Birnbaum (1969) is "primarily in the unremitting intensity of the experience that seeks to achieve a significant breakthrough in normal defenses and to attain what many practitioners believe is a new level of open behavior." (p. 83) While sensitivity training and encounter groups can be spaced in time, and include in their structures various warming up periods, the main emphasis in the marathon group, as the name implies, is on learning within a prolonged and an intensified period of time. Continuous interaction and exposure seem to reduce the amount of time needed to achieve honest confrontation as seen in other group experiences.

The processes of learning within most sensitivity training, encounter groups and marathon experiences were recently described by Rogers (1969). Approaching the description in a similar way to the one used by Bennis (1964), yet in a more specific way, Rogers discusses the process within the training groups in terms of a number of progressing phases. He refers to the first phase of training as milling around. This phase leads to resistance. "In the milling period some individuals are likely to reveal some rather personal attitudes towards themselves, towards persons outside the group, and sometimes toward members of the group or the group experience itself. Many individuals are frightened by emotional attitudes and feelings; they tend to shut them out of awareness." (p. 29) It is a phase of ambivalence about the trustworthiness of the group. This is followed by a phase of recalled feelings. Feelings about past experiences start to come to the surface. "Relationships within the

group are not yet considered safe enough to be discussed." (p. 29) In spite of this, Rogers points out that "curiously enough, the first expression of a genuinely significant here-and-now feeling is likely to crop up as a negative attitude toward another group member or. . .the group leader." (p. 29) This is the phase of lashing out. Through these negative expressions, a climate of trust seems to develop and a phase of revealing self is beginning, leading to the most crucial aspect of the training: The here and now trust. "Sometimes earlier, sometimes later, comes the explicit expression of one member's here-and-now feelings about another. . . . Each of these attitudes can be and usually is explored in the increasing climate of trust." (p. 30) Rogers proposes that through this process, a beginning of self-change starts taking place. Through peer-feedback and confrontation, peer-support and trainer guidance, one could find the beginning of a modified behavior.

OBJECTIVES

There is no general agreement about the specific goals of all T-groups.

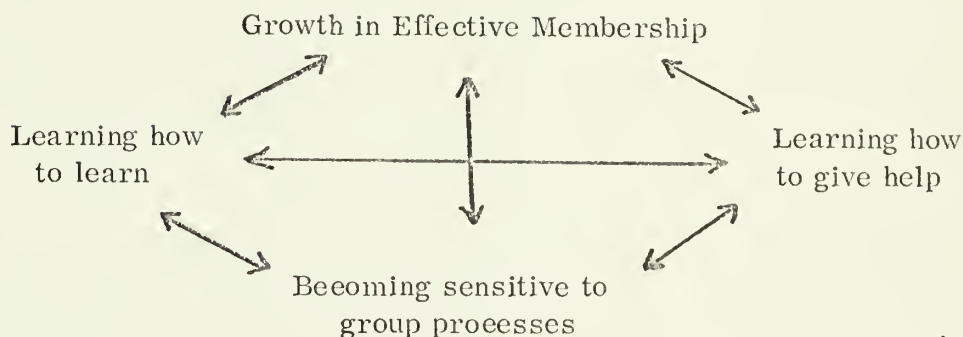
By and large, they do include the following:

1. Self-insight, or some variation of learning related to increased self knowledge. (Schein and Bennis, 1965, p. 35).
2. Understanding the conditions which inhibit or facilitate group functioning. (Ibid)
3. Understanding interpersonal operations in groups. (Ibid)
4. Developing skills for diagnosing individual, group and organizational behavior. (Ibid)

5. Increasing action skills. (Campbell and Dunnette, 1968, p. 75.) The goal of increased action skills is toward intervention at the interpersonal level rather than simply the technological level.

6. Learning how to learn. (Ibid.)

Covering a schematic overview of the manner in which the objectives of the T-group seem to interact, Bradford (1964) presents the following description:



Sensitivity training groups, encounter groups, and marathon experiences all concentrate on the primary objective of increased self-knowledge. Their purpose, according to Birnbaum (1969) is to "stimulate an exchange that is inhibited by a minimum of reserve and defensiveness in order to achieve a maximum of openness and honesty." (p. 83)

THE TRAINER

The trainer, as the group leader is commonly called, is usually a person with a strong background in the behavioral sciences. He is supposed to be thoroughly versed in the field of group dynamics as well as have specialized training in the conduct of groups. The NTL practitioners are required to experience

an internship, normally consisting of fifty hours of training with groups before they become qualified to lead groups. There are, however, no accreditation procedures for trainers. The trainer's role within the group is varied, depending upon the needs of the group members. His role is constantly changing, depending on what the situation calls for. It is possible, however, to propose that the major function of the trainer in the various group situations is to help create the kind of atmosphere in which honesty and openness will be able to be expressed. The trainer's role is to help create the atmosphere in which learning can take place. The trainer may use any number of techniques in order to accomplish his goal for the group. A most common tool used by trainers is affective learning exercises. Through these exercises the trainer may guide the group towards greater intimacy or separation. He may use exercises as ice-breakers in the beginning of training, or for individual and small group learning. In most cases, the trainer will use exercises in order to bring the group to a common level of a feeling experience. This aspect of training will be discussed at greater length under a separate subheading in this chapter.

DEFINITION.

Viewed by its founders as an innovation in the technology of education, T-group training is being viewed by Bradford, Gibb and Benne (1964) from the context of the ". . . conscious use of primary group processes for purpose of re-educating people." Developed under the sponsorship of the National Training Laboratories, the T-group framework has been

viewed by many people as being many things. The discussion in this chapter highlights the difficulties in offering a generalized definition which will offer a clear definition of the T-group framework or any one of its variants. This is not being helped by all the writers on T-group training who seem to select differing aspects of training in their definitions. Using both primary and secondary sources, including Bradford, Gibb and Benne (1964), Schein and Bennis (1965), and Birnbaum (1969), one could offer the following composite definition of various programs within the T-group framework:

The T-group is a relatively unstructured group in which individuals participate as learners. The group consists of ten to fifteen members who meet together with one or two trainers in a residential setting for a period of time from three days to three weeks or more. The data are transactions among members, their own behavior in the group, as they struggle to create a productive and viable organization, a miniature society.

The emphasis in the general structural definition of the T-group is on the interaction between the following elements: a small group, a residential setting, a guiding trainer and a short period of time.

T-GROUP TRAINING - RELATED RESEARCH

In discussing problems in the design and interpretation of research on human relations training, Harrison (1967) pointed out that until recently, behavioral scientists avoided research on human relations in favor of more "researchable" topics. The vagueness of definitions, the ambiguity of the learning processes within training, and the non-directiveness of the structure of training programs, have made the application of rigorous research designs

rather difficult. There has been rapid growth of training programs during the last decade, with a rise in their popularity. This, along with a general concern about their effectiveness, led to the development of numerous studies dealing with one aspect or the other of training. By and large, findings of these studies have failed to satisfy many researchers. A major reason for this development lies in two areas: (1) the inability of trainers to demonstrate a correlation between training outcomes and the prescribed goals of the training program, and (2) the lack of comparison, or control, groups for studies in which significant results were achieved.

Campbell and Dunnette (1968) who offer an extensive review of research on the effectiveness of T-group experiences in managerial training and development, pointed out that "while T-group training seems to produce observable changes in behavior, the utility of these changes for the performance of individuals in their organizational role remains to be demonstrated." (p. 73) The authors also pointed out that the lack of comparison groups in most of the studies they reviewed, represents a serious problem to the evaluation of training. This observation was already made in 1962 by Weschler and Schein who discussed the problem of the lack of control groups in the initial designs for research in training. Aware of the fact that without control groups, the validity of findings cannot be established, and being faced with the difficulties in getting comparison groups, most researchers seemed to have embarked on the proposition that one-sample studies are better than no studies at all. A third problem area in the designs for research in human relations training was highlighted by Schein and Bennis (1965)

who saw the difficulties in achieving rigor of research design as well as in gathering data in which one can have confidence as to reliability and validity.
(p. 237)

The problems which the behavioral scientist faces as he approaches the study of the effectiveness of training programs are numerous. Yet these problems also exist in the formulation of most research designs. As indicated in the previous section of this chapter, one of the major ingredients of training is that it is conducted in a residential setting for a specific period of time. The employment of a research program within this structure seems to be a much simpler matter than in a home setting. The availability of participants in training should allow for an easier formation of various comparison groups. At the same time one may note that the educational background of most trainers includes a degree of knowledge in research procedures. It is therefore suggested that the reasons for the scarcity of research may represent a reaction of practitioners in the field of human relations training against the validity of research, especially since it may prove rather inhibiting and limiting to the creative use of the material as well as to the trainer in his attempt at being most helpful to the participants. Whatever the reasons may be, lack of research may pose a danger to future developments of training programs in human relations if it is to have a contribution to further understanding of human behavior. The job facing proponents of training is a tedious one and at times may prove rather difficult, yet it has to be done. Since training is aimed at creating changes within individual participants, expressions of individual feelings following training have been used to demonstrate

the success of training. Most reactions to training are rather positive. Campbell and Dunnette (1968) reacted to this phenomena by saying that:

. . . a normative or scientific orientation definitely cannot be used to argue against an individual's positive feelings about his own experiences in a T-group. . . . However, it is equally inappropriate to claim that a program has utility for accomplishing organizational goals and then to justify such a statement on existential ground. (pp. 101-102)

Campbell and Dunnette ask proponents of training to either demonstrate that stated objectives can be achieved through training experiences, or accept the proposition that "T-group assumes a status similar to that enjoyed by other purely individual events such as aesthetic appreciation or recreational enjoyment - events from which each individual takes what he chooses . . . and the individual decides whether they are 'life enhancing' or not." (p. 101)

The research evidence on the effectiveness of T-group training and its contribution to individual behavior, behavior on the job and organizational goals, leaves much to be desired.

A review of the bibliography of research issued by NTL Institute for Applied Behavioral Science in 1967, reveals that during the period between 1960 and 1967 there were seventy-six written reports on various aspects of training in human relations. Of these, thirty-four are in the form of unpublished manuscripts, dissertations and reports, including six studies which were conducted outside of the United States. Not all of the forty-three published articles deal with the effectiveness of training. Campbell and Dunnette (1968) refer to most of the studies mentioned by the NTL bibliographical material and add in their review

of the research only four more studies, one of which was conducted in 1968.

The three most frequently cited studies in support of the possibility that T-group training does change behavior on the job, are the studies conducted by Boyd and Ellis (1962), Bunker (1965), and Miles (1965). Boyd and Ellis conducted two in-company programs. A control group was used. Comparisons were made six weeks and six months after the completion of the training program. The percentage of reported change in on-the-job behavior was higher for the experimental group. Miles compared a group of public school principals participating in a two-week NTL laboratory with two control groups, a matched pair group and a random sample. Measurements were taken about eight months after the completion of the program. A number of measurements were used but only one showed a significant change. Perceived behavioral change was 30% for the experimental group, 10% for the matched pair control group, and 12% for the randomly selected control group. Bunker attempted to determine whether Miles' findings can be extended to an occupationally diverse, larger group of participants in training laboratories. (p. 2) His experimental group was composed of 229 individuals in six different laboratories. He matched them with 112 individuals in a control group. Measurements were taken one year after the program. Eleven of the fifteen measurements showed a significant difference between the experimental and control groups. Bunker concluded that: "These data constitute evidence that new perceptions and behavioral capacities acquired through laboratory education can be translated into adaptive behavior changes in the participant's home organization." (p. 6)

The researchers used an open-ended question asking individuals working with the participants in training to report any changes the participants exhibited on the job after they returned from training. The three studies reported changes in: increased sensitivity, more open communication and increased flexibility in role behavior. There were two to three times more changes reported for the experimental groups than for the control groups.

A similar study was conducted by Valiquet (1964). Valiquet used executive personnel from an organization which participated in on-going laboratory training. Using categories for change which were developed by Bunker, Valiquet was able to demonstrate the validity of using the T-group method in effecting changes on the job. This study, which was basically a replica of the Miles and Bunker studies, used a random sample of 60 experimental participants, a group of matched control individuals and a number of raters.

Since the findings of the four studies were all in the area of sensitivity, flexibility and communications, one has to establish first the relationships of these findings to job effectiveness, prior to evaluating the results. Campbell and Dunnette (1968) pointed this out but focused their discussion more on analysis of inherent weaknesses in the methodology used in the four studies. The authors pointed out two basic limitations. The first has to do with the fact that the observers rating the participants knew who took part in training and who did not. The second possible source for error is "that the multiple descriptors for each subject were nominated by the subject and probably had varying degrees of interaction with each other." (p. 84)

An additional study in this category, and a rather unusual one, was conducted by Underwood (1965). Using a small sample of fifteen supervisors in the experimental group and a matched control group, Underwood received describers' reports which indicated a greater change in the behavior of the experimental group than for the control group, but a further analysis of the findings produced the following finding, as described by Campbell and Dunnette (1968): ". . . it is interesting to note that in the control group the ratio of changes judged to increase effectiveness to those decreasing effectiveness was 4:1; while in the experimental group the ratio was only 2:1." (p. 85) In other words, while one may conclude that the T-group experience produced more favorable changes on the job, it also produced more unfavorable behavior.

Another type of research in T-group training, and one which has the greatest contribution to make in relation to job effectiveness, was conducted by Blansfield (1963), Blake et al. (1964), and Buchanan (1965). These studies evaluate the effectiveness of training based on achievement of organizational goals. All three report positive results. The most impressive of the three is the research conducted by Buchanan who pointed to increase in profits, shift from generalized to decentralized decision making, and increased cooperation among the various working units. Blansfield and Buchanan offer a rather skimpy description of their studies thus limiting a fuller understanding of their impact. The study conducted by Blake, Mouton, Barnes, and Greiner (1964) is the one most cited in favor of the hypothesis of this type of research. Over the period of time in which the study was conducted, rise in profits and decrease in costs

was noticeable. Other improvements included increase in productivity per employee, improvements in decision making processes, and increased within-agency promotion. In spite of this, it is important to note that this type of research uses a one-sample study, thus makes it vulnerable to the consequences of the Hawthorne effect. From a business point of view, the experiments proved to be successful ventures. It is difficult, however, to attribute the success solely to training reported.

Another major type of research on the effectiveness of T-group training concerns its impact upon individual participants. Many of the structural components of training and many of its objectives are specifically geared to create changes within the individual. As indicated earlier in this chapter, individual reactions to the T-group experiences were rather positive. This fact was used by many proponents of the T-group framework in justifying its validity. This category yields a relatively large number of studies. Most of these studies report improvements and significant changes, especially in the area of the discrepancies between how one sees himself and how others view him. It is difficult however, to assess the validity of these findings, since in most cases control groups were not used. Campbell and Dunnette (1968) discuss eighteen such cases of studies which were conducted through 1968. Only four of these studies used control groups, and only two of the four yielded significant changes between the experimental and control groups. Studies in this area focused on changes in perception of self, changes in interpersonal sensitivity, attitude changes and personality change. These have been the major objectives of training since 1962 when the

focus shifted from the group to the individual.

The two studies which yielded significant differences were those conducted by Schutz and Allen (1966) and Smith (1964). Schutz and Allen studied the effects of a T-group laboratory on interpersonal behavior. Using the Firo-B instrument, the researchers obtained data before the program, at the end of the program and six months later. The Firo-B measures a person's expressed and desired inclusion, control and affection in interpersonal relations. A correlation between the scores was much lower for the experimental group. The control group was significantly more consistent. An additional hypothesis that training changes people selectively depending on their initial personality also received support. Smith (1964), studied attitudinal changes associated with training in human relations. Smith used only two categories of the Firo-B. He found that the experimental subjects (N=11 T-groups) changed significantly more than the control subjects (N=6 groups), in the direction of a better match between the expected and wanted scores. The largest change occurred for those who initially showed strong control and weak affection tendencies.

Two additional studies, using control groups, were conducted by Kassirjian (1965) and Kernan (1964). Kernan attempted to find personality variables affected by laboratory training. None of the 12 hypotheses of the study were supported. Kassirjian, observed the effects of sensitivity training on inner-other-direction, which was defined by him as a dimension of social character. He found no differences between the experimental and control groups.

Other studies, which did not use control groups, were conducted by Burke and Bennis (1961), Gassner et al. (1964), Clark and Culbert (1965) and others. Many of these studies were designed to assess discrepancies between descriptions of 'actual self', 'ideal self' and 'others'. Most of the studies supported the hypotheses of change as a result of training. However, these findings must be evaluated as they relate to one-sample studies without control groups. An interesting example of the limitations in inferring significant results from a one-sample study is the case of the research conducted by Carson and Lakin (1963). This study attempted to replicate and improve on the Burke and Bennis study (1961). The authors studied two groups. The six hypotheses of the study dealt with changes in self-perception and the relation between the perception of self and others' perception after training. A control group was used for one T-group only. The data from one group tended to support the Burke and Bennis study. The other group, which used the control group, showed very little difference between the groups after training.

The scarcity of research on the effectiveness of the T-group framework is rather disappointing. The humanistic orientation of the program and its structural ingredients are rather impressive.

Group training programs are relatively new and there is much more to be studied. The effect of training upon the individual is yet to be fully understood. The results of the reported studies, even though weak in design, do allow the formation of a reasonable assumption about their effectiveness in producing various levels of personal change.

ISSUES AND PROBLEMS IN GROUP TRAINING PROGRAMS

There is a great deal of concern as well as confusion about the many variations of the T-group framework. The confusion seems to be related to the goals of the specific programs and to the ambiguity in attempts to describe them. The concern, on the other hand, seems to be focused on the effectiveness of the programs and their impact upon the individual participants. These concerns are shared by both proponents and challengers of the new human potentialities movement. Criticism of group training programs ranges from ridicule to the extreme, harshly judgemental approach. A Wall Street Journal article (1969) mentions a produce manager who participated in sensitivity training sessions: "She got so sensitive that she quit the company." A Springfield, Massachusetts newspaper (1969) reports that Dr. Cloys Duncanson of the UC Medical Center equates marathon therapy to LSD 'trips': "Both can be intense, highly concentrated and vivid emotional experiences." According to an article in Newsweek magazine (May, 1969), psychologist Edward Sampson compares encounter groups to a new religious cult: "They have uniforms and ceremonies and cult leaders. It's a religion in the worst sense: you do it on Sunday and then forget it for the rest of the week."

Birnbaum (1969), director of Boston University Human Relations Laboratory, observes that most of the confusion about training programs in human relations "results from the failure to differentiate between those training experiences that are designed to improve an individual's capacity to work effectively as a manager

or member of a group for educational or re-educational purposes, and those that are designed to stimulate the individual's personal growth." This may be an oversimplification. The cause for confusion is not necessarily with the reader who tries to understand what the programs are all about, but with the writer and practitioner who is not able to offer the reader a clear picture of the training program. It is interesting to note that this type of a confusion is not new to the field of Group Dynamics from which the T-group framework has developed. As Carp (1951) pointed out, Leon Festinger, then Program Director of the Research Center for Group Dynamics of the University of Michigan, said in 1950:

Group Dynamics is a troublesome phrase. . . . Sometimes it is used to refer to an area of research - sometimes to aspects of group behavior - sometimes to problems and techniques of leading groups and running conferences. This amount of semantic confusion has led to a relatively undesirable state of affairs, where to some the term 'Group Dynamics' is an emblem around which to rally while for others it is an object of attack.

Confusion about group training programs arises also out of the indiscriminate use of certain programs. Sensitivity training and encounter groups have become rather popular in business, industry and many educational institutions. They are led by qualified and unqualified personnel alike. They 'suppose' to solve a great many problems, but seem to have succeeded in creating generally skeptic atmosphere.

In his discussion of some of the causes which led to the general caution about T-group training, Gifford (1968) pointed out that it is not only because of the "tendency of some devotees of sensitivity training to become fanatics and to

make large claims for the movement," but also:

The T-group components of laboratory training have at times been chosen as a means to a goal which could be pursued much more effectively by other means. (p. 82)

Gifford's comments were followed in 1969 by general evaluation of the use of sensitivity training by a number of companies, and by Birnbaum (1969) who pointed out that: "School systems now infatuated with training will have to learn that not all sorts of training are functional to all personnel." One of the specific concerns in relation to the use of group training programs is their impact upon the individual. Sensitivity training was termed as "therapy for normals."

Weschler, Massarik and Tannenbaum (1960) noted that:

By now it should be quite clear that major similarities exist between this type of sensitivity training and some forms of group psychotherapy . . . distinct differences between training and therapy . . . appear to be becoming more and more blurred. Both of these activities are concerned with increasing the sensitivity of the group members to their own functioning and that of others and with correcting blind spots and distortions. (p. 128)

Although not therapeutic in their purposes, group training programs do have much in common with other therapeutic endeavors. However, since they are not designed to offer individual help outside of the learning which takes place through the interaction among a number of individuals in a group situation, group training programs must take notice of the fact that for some, the experience may be more intensified as well as more frightening. Consequently, some degree of emotional hurt may result. By participating in group training programs, the individual does take a risk. At the same time, Argyris (1964) pointed out certain

restrictions for participating in training. Since he views training as "assuming a higher degree of health - not illness - that is, a higher degree of self-awareness and acceptance," (p. 67) he feels that individuals should not be sent to participate in training if they are "highly defensive." In his opinion and observation, which is supported by many, individuals who learn in T-groups seem to possess at least three attributes:

1. A relatively strong ego that is not overwhelmed by internal conflicts.
2. Defenses which are sufficiently low to allow the individual to hear what others say to him. . .
3. The ability to communicate thoughts and feelings with minimal distortion. . . (p. 67)

Argyris (1964), Rogers (1969) and many proponents of group training programs are aware of the many problems the field is confronted with. Their answers to many of the questions raised in relation to the uses of training takes the form of a continuous evaluation of programs, experimentations with different types of T-group activities and careful training of group leaders.

TRAINING IN HUMAN RELATIONS - ALTERNATIVE PROGRAMS

Affective learning exercises provide the major educational tool through which change may take place in many group training programs in human relations. They are extensively used in many variations of the T-group framework and also provide the base for the development of most alternative programs. Application of affective learning exercises takes many forms. They are used as complete curricular units in education, as independent entities for establishing relationships,

or as possible diagnostic tools. The exercises emphasize the feeling tone of an experience, thus offer a rather strong base for cognitive learning. Their basic value to group training programs lies in the fact that in addition to highlighting a feeling oriented experience for the individual, they also provide the group with a common base to which all can react on a similar level.

Brown (1969) refers to a comment in Bloom's Taxonomy of Educational

Objectives: Handbook II, in which the authors remark that:

Under some conditions the development of cognitive behaviors (the activity of the mind in knowing an object) may actually destroy certain desired affective behaviors, and that, instead of a positive relation between growth in cognitive and affective behavior, it is conceivable that there may be an inverse relation between the growth in the two domains. (p. 2-3)

Brown adds to this comment the point that the denial of the development of affective behaviors may in turn actually destroy or limit certain desirable or at least anticipated cognitive behaviors. Hence, the emphasis in most group training programs on the interaction between the cognitive and the affective domains.

The use of affective learning exercises for either group or individual growth was demonstrated by many writers and practitioners in the field of human relations as well as humanistic education. This section will discuss various demonstrations in the use of affective learning exercises as they relate to improvements in personal functioning.

PEER: Planned Experiences for Effective Relating

Peer is a program of prerecorded audio-taped exercises designed to allow for personal growth in a group setting without the presence of a trainer. Deriving its theoretical and structural base from the traditional T-group framework, PEER emphasizes the intensity of personal interaction of the encounter group variant. The program is conducted over a 10-session period divided into three major phases: (1) group building (4 sessions); (2) data flow and feeling identification (5 sessions); and (3) separation (1 session). Developed by Berzon, Reisel, and Davis (1968), PEER is based on the proposition that since the major role of the trainer is one of developing a proper learning atmosphere, this atmosphere can be created through the establishment of various ground rules which will be adhered to by the group members. This proposition derives its support from Rogers (1957) who emphasized the possibility that, in order for a person to be helpful to another, what he knows is not as important as the kind of person he is. Solomon and Berzon (1958) elaborate on this point by saying that:

One implication of this statement is that intervention into the life of a troubled person by a person trained in a helping profession may not actually be as helpful as intervention by an empathic, accepting, congruent untrained individual. (p. 2)

The group, then, may provide such a person, or more than one, who can be rather helpful to another. This help may become more meaningful if it is given through the atmosphere of trust developed in the small group experience. In addition to being a leaderless training program, PEER differs from others in its positive orientation. It is primarily concerned with highlighting the strengths

of its participants. Many of the exercises in the program were therefore adopted to meet this purpose. An example of such an exercise is Strength Bombardment. In this exercise participants stand in a circle. One is in the middle and he talks about his strengths. Others then add their comments about the strengths of the individual as they see them.

Research on the PEER program was conducted with eight experimental groups with about eight participants in each, who met in two different residential settings. Control groups were composed of individuals from the same participant population as the experimental groups. (N=44). Two measurements were used to evaluate pre and post change: Self Concept and Personal Efficacy Scales. The results indicated significant differences on the Self Concept Scale and no difference on the Personal Efficacy Scale. It is interesting to note that these are similar findings to those of most research programs in the T-group framework. While the results may not offer support for the complete set of hypotheses of the program, they do raise some serious questions about the direction of research in group training programs. PEER establishes the possibility that the presence of a trainer may not have a demonstrated impact on results. It demonstrates a change in self-concept, as do other training programs of a similar nature. The question which must be answered has to do with the possibility that since the programs are structured in such a way that a great deal of interaction takes place, then mere participation in such experiences may produce similar results. If this is the case, then one may argue that it is the personal interactive nature of the experience which may take place in any place and through any kind of program, which is the

contributing factor for changes in perception of self, and not necessarily the training situation. It is possible that the same results may be achieved in a group of people spending a certain amount of time together away from home.

HIERARCHY: A Behavioral Objectives Program in Human Relations.

The hierarchy is another form of collective use of affective learning exercises. Developed by Ivey and Rollin (1970), the objective of hierarchy is one of offering the individual participant an opportunity to explore alternative behaviors towards becoming what the authors refer to as the "intentional person." The intentional person is defined as one who has many alternative behaviors available to him, can "come at" a problem from a variety of perspectives, and also has the capability of deciding which alternatives he will select with what anticipated consequences." The authors developed six behavioral hierarchies using a large number of exercises as well as alternative activities, they expect trainees to move from one to another once they have mastered the skills in the previous hierarchy. The unique contribution of this training program, which differentiates it from most others, is in the expectation that once the trainee masters a skill, he will not only demonstrate it to others but will also teach other people the use of the skill. This represents an interesting departure from the other training programs in which the mastery of a skill, or participation in the experience, remains in the domain of each individual participant. It is also unique in as much as it offers the trainee a very real human relations skill which can be demonstrated and utilized by the individual in various situations. The

structure of the program offers an interesting solution to the research problems in human relations training, since outcomes can be evaluated through a number of tangible behavioral forms.

HDP: Human Development Program

Developed by Bessell and Palomares (1967), the program illustrates a systematic use of affective learning experiences designed to help young children gain basic skills in helping one another, giving them a sense of mastery and helping them gain more self-confidence. In order to achieve these objectives, the exercises are used in small curricular units for a period of time each day. This program is being applied by many nursery schools and kindergartens throughout the country as part of their educational curriculum.

WORKSHOP

This program was developed by Malamud and Machover (1965). The authors developed a workshop, a large group course, designed to stimulate students' personal involvement in their experiences. Aiming at helping students become more aware of "much that is ordinarily implicit in their experience and behavior," (p. 5) they use carefully selected encounter and interaction exercises.

OTHER PROGRAMS

The increased use of affective learning exercises and the growing recognition of their value as educational tools, resulted in intensified efforts at structuring units of exercises to serve as a base for learning and personal growth within many educational institutions. Brown (1968), together with a group of educators developed

exercises which can be used by teachers as part of their regular teaching curriculum. The focus in this attempt is on making teaching practices more effective in achieving greater cognitive learning. The major contribution of this approach lies in the demonstration that effective learning exercises can be used in order to highlight the basic values of specific textbooks and curricular units. An example of this approach is a unit on the Human Jungle (pp. 5-9 to 5-11). The first objective of the units is to gain an understanding of the text: The Lord of the Flies, by William Golding. Other objectives include gaining further understanding of human beings, seeing oneself in the lives of others, and learning skills in communication. This is a five-week project using a number of affective learning exercises together with other learning methods. Exercises include short periods of meditation and fantasy games.

A major effort at using innovative approaches to teacher and counselor training is currently being conducted at the School of Education, University of Massachusetts. Of a special interest is the work done by Weinstein and his associates at the Center for Humanistic Education. In addition to developing units of exercises for teacher training courses, the major contribution of the Center is viewed in its basic approach to the utilization of affective learning. Much of this approach derives from Weinstein's "curriculum of concerns."

Unlike the work done by Brown (1968), which emphasizes the affective domain as a tool for improved intellectual learning, Weinstein's approach is aimed at basic issues in life of the student. The focus is on the student. The goal is to help the individual student "expand his repertoire for negotiating with

some of his basic psychological concerns." (Ivey and Weinstein, 1970, p. 2). Recognizing the fact that the educational system as it functions at present is giving much of its attention to the intellectual and physical growth of the child, Weinstein proposes the need to integrate the concern for psychological and emotional growth into the curriculum, in order to make the educational experience a more wholesome learning process. He proposes a new pattern of school organization which he termed a "three tiered model." "It divides a child's school day into approximately "thirds." Each third of the day has its own curricular mission. In Tier I the mission would be helping the child develop cognitive competencies in the academic areas. . . . Tier II has as its objective the development of individual talents and interests. . . . Tier III has as its mission expanding the child's behavioral repertoire for dealing with his concerns for identity, connectedness, and power. In this Tier the only subject matter is the child and his negotiations with himself and others." (pp. 5-6; also: Fantini and Weinstein, 1968).

Weinstein's primary interest is to develop a curriculum for Tier Three. In order to achieve his goals, he is experimenting with a large number of affective learning exercises, and adapting them to deal with basic concerns of individuals.

There are a number of resources from which exercises can be used or adapted.

Perls, Hefferline and Goodman (1951) describe the use of exercises designed to help individuals increase their awareness of themselves and consequently their surroundings. Their basic message is that man has become alienated from

himself. "To come together again he has to heal the dualism of his person, of his thinking, and of his language," (p. viii). The authors offer eighteen experiments designed to help the individual begin his way toward a unified self. Each experiment may include a number of related exercises. One example is an exercise: "Sharpening the Body-Sense" in which participants are asked to concentrate on their body sensation as a whole (p. 86). This is an exercise designed to help the individual regain the power to manipulate himself and his environment in various constructive ways, to enjoy feelings and satisfactions now beyond the bounds of awareness," (pp. 85-86). The exercise is to serve as the beginning of the road toward a fuller awareness of self.

Using a similar approach, within a different framework, Schutz (1967) offers a large number of exercises in his book, Joy. Schutz attempts to provide a framework to various approaches to joy and the development of human potential. "Joy derives from realizing potential;" (p. 219) therefore, Schutz proposes "Perhaps we can recapture some joy with other people that once was possible." (p. 10). His exercises are intended to help the individual achieve openness and honesty and bring him closer to a greater awareness of self and others. An example of his approach is in his proposition that "expanding self-awareness may also be induced by focusing attention on an individual's bodily position and feelings." (p. 59) Hence, an exercise in which a person is asked to be alone and reflect on events which he experienced (p. 62.) In addition to individual exercises, Schutz also offers dyad and group related activities. The book offers nineteen different

exercises in three basic areas: body, personal functioning and interpersonal relations. Many of these exercises are incorporated in sensitivity training, encounter groups and body awareness techniques used extensively in Esalen and Kairos Institutes.

The philosophical base in the works of Schutz (1967), Perls et al., (1951), Gunther (1967) and Brown (1968) finds its practical implentation in the extensive exploratory work done by many "Growth Centers" throughout the country. Most famous of these Centers are Esalen and Kairos Institutes in California. Devoted to the exploration of human potential, these Centers offer a variety of experiences through which greater understanding of personal growth can be derived. The experiences range from sensory awareness to body rhythm exercises, from various meditation techniques to non-verbal interactions. While many question the relationships between these approaches to the uncovering of human potential, Otto (1969), chairman of the newly created National Center for the Exploration of Human Potential in La Jolla, California, feels that "the exploration of these and similar questions can help us create a society truly devoted to the full development of human capacities -- particularly the capacities for love, joy, creativity, spiritual experiencing. This is the challenge and promise of our lifetime." (p. 17)

The major contribution to the use of affective learning exercises of the Growth Centers is in the extensive use of non-verbal exercises. Birnbaum (1969) pointed out that non-verbal exercises derive their theoretical "justification from theories of personality that stress the possibility of achieving greater honesty

and authenticity through bodily expression that can become uninhibited more quickly than can verbal communication. Thus, participants can reach deeper levels of consciousness more quickly." (p. 83) It is important to note that the term non-verbal exercises as used in the Growth Centers relates by and large to activities ranging from minimal physical contact to learning through maximum contact. Other forms of non-verbal exercises are used extensively in the T-group framework.

The use of non-verbal exercises within the group training framework is viewed primarily in its contribution to the achievement of group oriented goals, as opposed to the individual oriented goals of the Growth Centers. Galper (1970) illustrates the use of these exercises as they help the group deal with issues of group maintenance "by helping it confront a range of problems having to do with the internal life of the group." (p. 71) The exercises described by Galper are used in sensitivity training and are based on the work done by Schutz (1967), thus illustrating the applicability and the adjustability of the exercises.

EFFECTIVENESS OF AFFECTIVE LEARNING EXERCISES

With the exception of a few studies with the PEER program and the current research on the hierarchy, behavioral objectives program at the University of Massachusetts, there is little evidence that affective learning exercises used in training programs do produce demonstrable change or that, as Borton (1969) pointed out, they accomplish much more than natural maturation. The application of these programs and the use of learning exercises are relatively new. There is

need for further research in this area. The initial results, as reflected by the available research as well as reactions from participants, are rather encouraging. Similarly to the reaction of many to their experiences in the T-group experiences, individuals tend to gain personal satisfaction out of their experiences with affective learning exercises. An unusual example of a positive reaction to experiences through exercises happened last year at the School of Education, University of Massachusetts, where students asked to continue the course on Education of the Self an additional semester. The course was taught by Weinstein and was primarily designed around the use of affective learning exercises.

CONCLUSION

The field of human relations incorporates many tested, as well as untested training programs, all designed to help the individual to grow into a fuller realization of his potentialities. A relatively new field of professional and human endeavor, it gained its popularity as the alienation of man from society became a more fully recognized reality during the last decade. Similar to the reactions to most new ideas in the field of human growth and behavior, the reactions to group training programs in human relations are rather mixed.

As demonstrated in this chapter, the basic philosophy and structural ingredients of group training are rather simple. They incorporate both existential philosophy about the nature of man combined with a commitment to man as being the major instrument of change, and a behavioral contribution through techniques and goals as indicated by research in group dynamics and related fields.

The review of the literature suggests the existence of a gap between practice and research. Research on group training programs in human relations leaves much to be desired. Studies are scarce and most of the reports are rather skimpy. In spite of this, a common finding in many studies is that training does have a certain level of demonstrable effect on the way in which the individual perceives himself. Another common element in all the programs is that it seems that a major beneficiary of training is the group, and much of the individual gain is related to others within the group. This preposition is implied in most studies, yet it is not being dealt with directly. The reason for this development can be explained through the heavy reliance on group related activities which consequently will produce group related results. This may offer a partial explanation for the failures of group training programs to demonstrate the effectiveness upon the individual as he functions outside the immediate group environment. At the same time, this can be viewed as a major contribution to the further understanding of group processes. If, then, the goal of the program is to be beneficial to the individual participant, the structure must allow for lessening the dependency on the group.

The major contribution of the various alternative program to the development of an individual oriented program, lies in their methodologies. These programs demonstrate the use of exercises in meeting pre-selected and tangibly identifiable goals.

The use of affective learning exercises, as demonstrated in both group training programs and the field of humanistic education, highlights the adaptability

of the exercises as well as their significance as relevant learning tools.

The review of the literature suggests the need for the formulation of alternative programs and that there is sufficient theoretical and practical knowledge which could permit the formulation of an individual oriented training program. The literature also proposes a number of limitations which must be considered. These limitations are in the form of the untested and undemonstrated assumptions underlying the use of many of the training programs, as well as the use of affective learning exercises in reaching personal growth objectives. It is possible, however, to pool together major strengths of the various approaches in attempting to create alternative programs. The successful application of affective learning exercises in a number of instances (PEER, HIERARCHY, HDP, etc.), basic findings of group training research programs and the theoretical base of most training programs seem to support the major hypothesis of this study. The hypothesis suggests that:

A short training program in human relations, composed of affective learning exercises designed to allow for the exploration of self-attending behaviors, can produce improvements in these behaviors, and that these improvements can be demonstrated through research.

CHAPTER III

TEA: TRAINING FOR EFFECTIVE ATTENDING

THEORETICAL FORMULATION

The general purpose of the TEA program, as noted in Chapter I, is to help people learn to relate to themselves more comfortably and relate to their environment more effectively. To accomplish this, the TEA program provides units of affective learning exercises for each individual to explore his self-attending behaviors within a group situation.

The TEA program derives its theoretical base from existential thought as expressed through most training programs in human relations. Essentially this thought stresses the proposition of the worth of the individual as an independent entity who has the primary control over his emotional destiny. Existential philosophy identifies one of the major limitations on man as being his dependency on others as he learns to relate, or attend, to himself. This dependency prevents him from realizing his potentials, as well as limiting him in his relationships with himself. One of the consequences is that this dependency provides man with a major source of anxiety whenever he has to be with himself. This anxiety in turn prevents him from taking independent action and accepting the responsibilities that come with this action. Being limited by his dependency, man needs help in

familiarizing himself with himself. Man needs help in realizing his potentials in order to regain, or, as Schutz (1967) terms, "recapture some joy" that was once possible and available to him. The joy became clouded by the pressures of life and deeply disturbed by the growing alienation of man from society. The resultant tension and anxiety create the need for man to become engaged in a process of personal re-education which will offer him the personal relaxation and peace of mind towards the realization of a more meaningful existence. A first step in this process is in the development of a more realistic concept which the person holds regarding himself. This concept, according to Otto (1969), "is determined to a considerable extent by the inputs from the physical and interpersonal environment." (p. 16) Hence, a focus in most training programs is on personal growth through the intensive "input" through the eyes of others. This experience is painful and requires certain personal strengths, as highlighted by Argyris (1964), Rogers (1969) and many other writers on issues of training in personal relations. Implied in these writings is the need for the person to be relatively comfortable within himself if he is to gain in the interactive learning process. Closely related to this notion is Ivey's (1968) observations of the behavioral construct of attending behavior. This construct is viewed as a system of noticing and being aware of one's environment and the expression of this awareness. Ivey points out that to attend to another is to hear and feel with the other. It is a source of reassurance, understanding, accepting and responding to the needs of the other. It is possible to argue that for a person to learn how

to feel the experiences of another he must first be able to attend to himself, thus freeing himself sufficiently to attend to the other. It is also possible to argue that once a person is becoming relatively comfortable within himself, he may be more capable of sharing himself with others and understanding the reactions of others to him in a more meaningful way. The TEA program attempts therefore, to offer the individual the kinds of personal experiences which hopefully will make him more comfortable within himself. This comfort may then be demonstrated through verbal behaviors which the person may direct towards himself.

Ivey et al., (1968), identify empathic understanding and "communication of non-possessive warmth and genuiness" (p. 5) as a key aspect in effective interpersonal relationships. The authors selected this skill especially because of its importance in communicating to another that: "I am with you. . . I can accurately sense the world as you are feeling and perceiving it." (p. 5) To empathize is to see with the eyes of another, to hear with the ears of another, and to feel with the heart of another. Empathy may be viewed as a response triggered by cues in conversation or by impressions of the state of mind or feelings of another person. It is a form of an inner radar in which the feelings of another person are assimilated into information about that person. (Katz, 1963, pp. 1, 4, 5) Katz points out social psychologists believe that empathy is used as a means of communication: verbal and non-verbal. It is an imaginative inner process of role taking in which we learn to anticipate behavior in order to guide our own actions. It is a rehearsal for realistic and appropriate action. The person introjects himself into the role of the other person and experiments with all possible responses. Role taking

extends empathy and by reversal of roles insight develops. Empathy is then a two way street in which both people receive insight into each other. (p. 96) Empathy is a natural process. It develops from a continuous depth of understanding rather than an ability to intellectualize. An important aspect of empathic understanding and communication of this understanding to another is one's ability to perceive the other effectively and relate this perception in an effective way. The TEA program attempts to offer the individual the kind of experiences which will help him express himself more affectively. This may then be demonstrated through richer verbal response. Operationally, richer verbal response takes the form of verbal reflection of feelings as manifested by the use of affect or emotion producing words and sentences, (either positive or negative), in reacting to an immediate environment.

CONTRIBUTIONS OF EXISTING PROGRAMS

The major premise of this study is that it is possible to develop a short term training program in human relations which will use affective learning exercises designed to help individuals explore and improve selected self-attending behaviors. This study thus involves the prediction that the training program will prove effective and that the effect of the program can be demonstrated. The premise of this study has evolved as a result of a careful assessment of existing programs in human relations and an evaluation of their strengths. Of particular interest are the structural ingredients of the T-group framework and the experiments with affective learning exercises as major educational tools for personal change. Although there is no conclusive evidence that the above

do meet their specified objectives, and that change does take place as a result of training, there is sufficient theoretical and experimental base for their validity.

Basic to the development of the TEA program are:

1. The target behavior approach as developed by behavioral scientists and demonstrated by Ivey (1968, 1969), Ivey and Rollin (1970), Hall, et al., (1968) and others. In this approach the authors demonstrate the effectiveness of the selection of one or two specific goals and then adjusting a program designed to meet these goals.
2. The general use of affective learning exercises as basic learning tools by humanistic educators (Brown, 1968; Weinstein, 1970).
3. The specific use of units of affective learning exercises in training programs (Bessell, 1967; Berzon, et al., 1968).
4. Research on group dynamics which offers insight about the validity of motivation and learning through group experiences (Bales, 1950; Benne and Sheats, 1948; Lippitt, 1959).
5. The findings of research and observations of group training programs which indicate that personal change may take place as a result of the interaction between individuals in a residential setting and guided interpersonal activities during a relatively short period of time.

FOUR DEVELOPMENTAL ASSUMPTIONS

Underlying the formation of the TEA program are a number of assumptions upon which learning may be facilitated. These assumptions are based on observations of individual behavior in group training programs and consideration of generalized cultural manifestations of participants in training.

The analysis of group training programs, as presented in Chapter II, provides a sufficient base for the development of a proposition that, although the programs are designed to help the individual, much of the individual gain is directly related to the group and the setting within which training took place. The emphasis of learning is on the interaction between the individuals and others in the group. It is possible then to assume that in cases of intensified group related activities, the results may take the form of group related results. The TEA program on the other hand is an individual oriented activity. As such, TEA attempts to allow for the formation of a group atmosphere through activities only at a point where it seems to contribute most to individual learning. These activities are structured to take place during the second day of the program. At the same time it structures sufficient time for informal gatherings.

The TEA program recognizes that ours is by and large, a thing-oriented rather than people-oriented society. Although a difficult observation to prove scientifically, it can be implied from the literature about our middle class environment which seems to be the major supplier of candidates for training in human relations. From the writings of Henry (1963), Goodman (1956 and 1964), Friedenberg (1959 and 1965), Holt (1964) and other social critics, as well as from articles in most student journals throughout the country, derives the implication that the worth of man in our society seems to be determined on many occasions by his materialistic contributions to his family and his immediate society. There seems to be a higher place reserved in society for the one who is capable

of contributing economically, than the one whose main contribution is his creativity, feelings and sensitivity. The results are that many individuals seem to be much more comfortable as they relate to various "things", and at the same time seem to be threatened as they relate to people without the presence of the "thing" between them. Taking this into account, the TEA program offers the individual an opportunity to move slowly from relating and attending to things, with which he is more comfortable, to attending to people. This will be further discussed in the section under the heading of Development of the TEA program.

The TEA program also recognizes that ours is an individual oriented society. Most group associations for individuals seem to take place through the organized, formal and usually fee charging institution. The individual seems to be basically uncomfortable with others in informal situations, yet at the same time he learns much about himself through the eyes of the others. Growing up in a competitive, thing oriented, mobile, and highly individualistic society, the individual learns to know himself as he should be and not as he is, or even as he may be. His relationships with others are primarily goal oriented. Participating in a group training situation which emphasizes learning through direct confrontation with others whom the person may or may not know, may, therefore, prove to be not as effective as in situations when the person had the opportunity to establish a relationship and trust with the other. A major question to which the TEA program addresses itself is therefore:

IF THE INDIVIDUAL IS BASICALLY UNCOMFORTABLE
IN INFORMAL GROUP SITUATIONS, THEN WHY NOT

DEVELOP A TRAINING PROGRAM WHICH WILL ALLOW
A GRADUAL FORMATION OF MORE COMFORTABLE
INTERPERSONAL RELATIONSHIPS PRIOR TO THE
INTRODUCTION OF LEARNING THROUGH INTENSIFIED
INTERPERSONAL ENCOUNTER AND CONFRONTATIONS?

The TEA program is an individual oriented training activity. It is structured in such a way that throughout the first day of training, the emphasis is primarily on the individual. It offers sufficient time between units of exercises for informal interaction to take place. This is done primarily through coffee breaks and meal time. The non-threatening nature of the exercises, and the fact that every individual participates in the same experience with others, are viewed as sufficient ingredients which help the formation and development of informal relationships within the group. Another element in the program which helps individuals relate to others is through the gradual introduction of exercises from individual activities, to dyads, to small groups and finally to the group as a whole.

The TEA program recognizes that one possible result of the life style of individuals in our society is the ability to handle critical observations about one's behavior in a much higher level than handling positive comments. The general reaction to positive comments can be observed to be a defensive one: "You don't really mean it. . . . Oh, it's nothing. . . . I didn't really. . ." etc. There seems to exist an air of mistrust in compliments. A basic ground rule of the TEA program is that it is totally positive in orientation. Participants are instructed to focus only on the positive aspect of the learning and the relationships.

The four assumptions upon which the TEA program is built and learning is facilitated are in summation,

1. Individuals begin training by relating to things prior to relating to people.
2. Individuals begin by relating to themselves prior to relating to others.
3. Time is scheduled for development of informal relationships.
4. The commitment of the TEA program is to positive communication between the participants.

It is through the above ingredients that the individual learns to relate to himself more comfortably and more affectively to others.

DEVELOPMENT OF THE TEA PROGRAM

Selection of Exercises

The major premise of the TEA program indicated the possibility of the use of affective learning exercises as learning tools in bringing about changes in specific self-attending behaviors. Self-attending behaviors have been identified in terms of references to self and richer verbal response. In order to accomplish these objectives, efforts were made to identify and isolate exercises which will lend themselves to application in the program. These efforts led to accumulation of a large number of exercises from seven different sources. These sources are:

1. The Gestalt Therapy framework. (Perls, et al., 1965).
2. Esalen Institute (Brown 1968).
3. PEER: Planned Experiences for Effective Relating (Berzon, et al., 1968).
4. Joy (Sehutz, 1967).

5. Sense Relaxation (Gunther, 1968).
6. Techniques of Behavior Modification (Jacobson's relaxation exercises in Wolpe and Lazarus, 1967).
7. Work done by Weinstein, University of Massachusetts, 1969.

The selection of the exercises was based on their potential contribution to the specific goals of the program. The decision for the inclusion of any specific exercise in the TEA program was based on either experimentation with the exercise or the rationale developed by its author. At times, exercises were modified and changed. For example, Schutz (1967) introduces a group exercise designed to reduce general tension. He points out that "for many people tension becomes such a frequent state that they become unaware of the fact that they are tensed. The tension of course, also decreases the opportunity for experiencing freely and fully." (pp. 36-37) Schutz suggests an exercise in which participants walk in a circle. They begin by tensing up each major muscle in the body and then relaxing it gradually. Relaxation exercises, especially in the beginning of a training program such as TEA, are important in as much as they help in individual relaxation as well as help establish the general atmosphere of training. Pre-training experimentations with the circle exercise revealed that a few of the participants felt faint. In order to remedy this situation the participants were asked to turn their heads slowly and while doing so, exert a little pressure with their fingers on their necks.

Another example is an exercise adapted by Weinstein. This exercise is designed to bring the participants closer to themselves and is called Personal

Universe. In this exercise participants walk around, imagine that each is completely isolated from the others and surrounded by an envelope of air. They then start identifying feelings and reactions from within.

For a complete description of the exercises, and rationale for their use as seen by their authors, see Appendix A.

Units of Exercises

The second stage in the development of the TEA program was the formulation of a rationale for the inclusion of exercises in the form of units, as they related to the specific goals of the program. This rationale was presented in the section on Developmental Assumptions of the TEA program, in this chapter.

1. Things and People.

Based on the proposition that people are the most important of all things, the TEA program emphasizes the uniqueness of all things as emotion producing items. The unit of exercises is therefore structured in such a way that learning is taking place in a progression from a low effective order to a higher one. In the first exercise, the individual learns to identify the unique characteristics of a pencil, and then find it in what seems to be a group of identical pencils. The pencil, because of proprieties, qualities and importance which are shared by so many other objects, is not an object which could give rise to limitless rich and spontaneous fascination. On the other hand, a painting or music seem more unique in their "thisness"

and their functions. With them, one gets into "closer contact," and it is less easy to abstract, (Perls, et al., 1965, p. 64).

While engaged in the exercise of the Pencil, the participant learns to observe the details prior to making a judgment on the whole, with the hope that while involving himself in this process, he will learn to slow down his act of decision making, or judgement, in order to be able to look at possible alternatives within a situation. Throughout the Pencil exercise the individual is using his eyes as the major observation tool. The initial reaction to this exercise is that it is very difficult. Once the exercise is over and the participant discovers that what seemed to have been in the range of the impossibility is a rather simple matter, he moves on to a higher level of discovery using his senses of touch and smell as he attempts to identify his unique Orange. Following this exercise, the participant learns to observe a painting starting again with the details and very slowly moving towards the theme. Then he learns to listen selectively to music.

Pencils, oranges, paintings and music are unique in their own rights. They create different levels of excitement, fascination and feelings. They are, however, only things.

2. Individual and Group.

Based on the proposition that the individual is basically

uncomfortable in informal, non-goal oriented, group situations, the exercises in the TEA program are structured in such a way that most of the activities during the first day of training are individual activities conducted within a group setting. The TEA is a two day program. The second day offers a variety of dyad, small group and large group activities. Since the focus is on independent learning of individuals, participants are asked to change partners in most dyad activities.

The following is the outline of the curriculum of the TEA program. Each exercise is being identified by name and author:

CURRICULUM OUTLINE

FIRST DAY:

1. The Me Kit (a)*
2. Ground Rule. (f)*
3. The Circle. (b, pp. 36-37)* and The Head. (f)*
4. Body Sensations I. (H, p. 10)*
5. Where Am I now? (d, p. 5-33)*
6. Personal Universe. (a1)
7. Trip Through the Senses. (g)*
8. How Do We Listen? (b, p. 59)
9. Body Sensations II. (c, p. 86)*
10. The Unique Thing: You. (c, pp. 87-88)

11. Stare! (c, p. 57)
12. What Does It Say? (f)
13. The Chair! (c, p. 57)
14. The Unique Thing: Pencil. (c, p. 64)
15. The Unique Thing: Orange. (d)
16. How Do We Listen? (b)
17. The Unique Thing: Painting. (c, p. 65)
18. The Unique Thing: Music. (c, p. 66)
- (Dyad) 19. Attend! . . . Now Change" (f)
- (Small Group) 20. Let Us Draw A Person. (f)
21. Relax!. . . .The Room is Sleeping. (f)
22. The Trip. (f)

SECOND DAY:

1. The Circle (b) and the Head. (f)
2. Relax!:
 - a. Jacobson's Relaxation Exercises: (i)
 - Arms
 - Facial area
 - Chest
 - Hips
 - b. Sense Relaxation. (h)
3. Body Sensations II. (c)
4. How Do We Listen? (b)

- (Small group) 5. Let's Draw A Person and Listen to Him. (f)
6. It's Someone's Voice. (c, p. 6)
- (Small group) 7. It's Your Voice. (c, pp. 106-107)
- (Dyads) 8. How Do We Attend? (f)
- (Small group) 9. Read That Letter Again! (f)
- (Dyads) 10. The Magic Circle. (f)
- (Dyads) 11. The Mirror Talks Back. (f)
- (Larger group) 12. Strength Bombardment. (c, p. 10)
- (Small group) 13. The Me Kit. (a)
- (Dyads) 14. The Facilitator. (f)
15. Sense Relaxation. (h)
16. The Trip. (f)

****It should be noted that 12 of the exercises used in the TEA program were developed by the author of TEA.

- (a) Exercises developed by Weinstein.
- (b) Exercises adapted by Weinstein.
- (c) Exercises from Joy.
- (d) Exercises from Gestalt Therapy.
- (e) Exercises from Esalen Institute.
- (f) Exercises developed by this author.
- (g) Exercises developed at the Center for Humanistic Education, University of Massachusetts, 1969.
- (h) Exercises from Sense Relaxation.
- (i) Exercises from Techniques of Behavior Modification.

The Role of the Trainer

Unlike most training programs where the trainer assumes a guiding role, in the TEA program he takes over the leadership of the group. He guides the group through the exercises and initiates the discussions. His direct involvement in the program is primarily during the exercises. He does not participate with the group. When interpersonal relationships begin to develop he directs participants to one another. This minimizes learning through dependency on the trainer and allows for formation of peer relationships.

The trainer guides his behavior in the group based on his sensitivity to, and understanding of individual behavior. Because of the nature of the program the trainer does not have to possess the clinical knowledge required for effective leadership in other training programs. He should have a basic understanding and experience in working with groups and individuals in order to be able to continuously evaluate the experiences. This is important in as much as many times the specific situation may call for changes in the curriculum. For example, if the trainer senses the existence of continuous anxiety which may manifest itself in form of giggling by certain members of the group, he may want to move towards a few small group exercises before continuing with the curriculum. Since the trainer assumes the direct leadership over the activities of the group, a built-in "discussion level measurement" was introduced in the beginning stages of the training to enable him to assess the level of the group. The measurement is in the form of an exercise. In this exercise (What Does It Say?) the participants are asked to stare at a pencil and then express the feelings of the pencil.

Experiences with the TEA program show that individual reactions to this exercise take the form of either a descriptive reaction (I am yellow, I am strong, etc.) or a feeling reaction (Please don't stare at me, I am not comfortable). The majority of the reactions to this exercise give the trainer a rather clear indication of where the group is at in terms of verbal expressions.

Timing and Facilities

The TEA program is structured to take place during a two day period. It is limited to a small group of 12 to 16 individuals. As such, it can take place in any large room which includes comfortable furniture. Participants go home and return for the second day of training. In order to limit the time between the first and second days of training, the TEA can start in the afternoon and continue until about 11 p.m., and then start at 10 a.m. the second day. Breaks for coffee and meals are encouraged since it is during this period of time that much of the relationships will develop.

EXPERIMENTS WITH THE TEA PROGRAM

Four different experiments were conducted with the TEA program. The first, was incorporated into an orientation program for group leaders working at the Y Country Day Camp, an activity of the Jewish Community Center, Springfield, Massachusetts. The program was conducted on June 23 and 24, 1969 and included 16 participants in the experimental group. The second study was conducted in Amherst, Massachusetts. Participants in this experiment were members of a Strength Training class of the Center for Humanistic Education,

School of Education, University of Massachusetts. The training group was composed of 10 of the 21 members of the class. The program was conducted on September 19 and 20, 1969. The third experiment with the TEA program was held on December 4 and 5, 1969 in Amherst, Massachusetts. Participants in this program were recruited from the larger university population. The TEA was offered as a Modular Credit experience by the School of Education. Announcements were made in the School of Education and the University's newspapers. The fourth experiment took place on February 6 and 7, 1970 in Amherst, Massachusetts. Sixteen individuals, members of a Strength Training class volunteered to participate in the TEA. The training group was composed of 8 members who were available during the time established for training.

In conclusion, TEA: Training for Effective Attending, is viewed as a new training program in human relations. TEA is composed of affective learning exercises designed to help individuals explore and develop self-attending behaviors. The general purpose of the TEA program is to help individuals feel more comfortable within themselves and relate more effectively to others. TEA is a small group program which draws on structural ingredients of most other programs in human relations training. It differs from others in as much as it is an individual oriented program, and its curriculum is built around observed behaviors which represent cultural manifestations.

The basic contributions of the TEA program are viewed in terms of its structural ingredients and approach to the content of training. Specifically,

these contributions are:

1. A gradual involvement of the individual with others.
2. A progression from "thing" orientation to "people" orientation.
3. Built-in evaluation index to guide the trainer.
4. Focus on the individual, while structuring time for informal interaction to take place.

Because of the nature of the TEA program, it is viewed as an introductory training activity in human relations. TEA is not being offered as an independent entity. Its greatest value lies in the fact that it has the potential of preparing a group for more intensified training as well as allowing individuals to come to their own conclusions as to whether they want to pursue training on a deeper level of relationships. This will be more fully discussed in the last chapter of the dissertation.

CHAPTER IV

FRAMEWORK OF THE PRESENT STUDY

Hypotheses and Operational Definitions

The major premise of this study is that it is possible to develop a short term training program in human relations which will use affective learning exercises as its major educational tool. The study thus involves the prediction that the training program will prove effective and that the value of the program can be demonstrated. As such, the study was designed in such a way that the major variables will be controlled as much as possible so that the independent variable of the training program, rather than unknown factors, can be considered the major contributing factor to any difference between the experimental and control groups.

A question which must be considered in such a study is that of obtaining measures of effectiveness. It was felt that no one criterion is adequate by itself and that the use of a number of criteria measures within each of the subhypotheses will offer a more reliable evaluation of the effect of the training program upon each of the hypothesized variables.

The major premise of the study has been made operational by its delineation into specific hypotheses which will be discussed under three headings:

- (1) Improvements in reference to self; (2) Richness of verbal response; and
- (3) Greater physical relaxation.

1. REFERENCES TO SELF

The first major hypothesis of this study is that:

As a result of training, the trainee will demonstrate positive changes in referring to himself.

As defined by Miskimins (1968), SELF refers to the concept which an individual holds regarding himself. Operationally, References to Self take the form of the constellation of verbal behaviors which the person directs towards himself (p. 1).

References to self are being evaluated through three basic criteria:

1. Changes in how the trainee will view himself will be evaluated from his total ratings on the 15 items of the Self Concept (SC) scale of the Miskimins Self-Goal-Other Discrepancy scale (MSGO).
2. Changes in how the trainee describes himself will be evaluated from his standard score on six selected categories of the Adjective Check List (ACL).
3. Changes in how the trainee feels others view him will be evaluated from his total ratings on the 15 items on the Perceived Response of Others scale (PRO) of the MSGO. As defined by Miskimins (1968), Perceived Response of Others (PRO) takes the form of the constellation of verbal behaviors which a person directs towards himself as he feels others view him. (p. 2).

There are eight sub-hypotheses under the heading of References of Self.

These sub-hypotheses are:

1. As a result of training, the trainee will view himself more positively on the MSGO.

The change will be determined from the total score on 15 items of the Self-Concept (SC) scale of the MSGO.

A statistically significant lesser score after training will be considered a positive change.

2. As a result of training, the trainee will perceive responses of others as being more positive on the MSGO.

The change will be determined from the total score on 15 items of the Perceived Response of Others (PRO) scale of the MSGO. A statistically significant lesser score after training will be considered a positive change.

3. As a result of training, the trainee will check more adjectives on the Adjective Check List (ACL).

A higher score indicates more openness on the part of the trainee who will be less reserved as a result of training.

4. As a result of training, the trainee will check more favorable adjectives on the ACL.

A higher score indicates improved feelings about oneself.

5. As a result of training, the trainee will check fewer unfavorable adjectives on the ACL.

A lower score on this scale indicates more tolerance of others and increased tolerance of self.

6. As a result of training, the trainee will check more adjectives on the Affiliation scale of the ACL.

Affiliation is defined in terms of the seeking and sustaining of numerous personal friendships. The lower scorer tends to be less trusting, more pessimistic about life and restless in any situation which intensifies or prolongs his contacts with others, (Gough and Heilbrun, 1965, p. 8).

7. As a result of training, the trainee will check more adjectives on the Intraception scale of the ACL.

Intraception is defined in terms of an engagement in attempts to understand one's own behavior or behaviors of others, (Gough and Heilbrun, p. 8)

8. As a result of training, the trainee will check fewer adjectives on the Abasement scale of the ACL.

Abasement is being defined in terms of the expression of feelings of inferiority through self-criticism, guilt or social impotence, (Ibid, p. 9).

2. RICHNESS OF VERBAL RESPONSE

The second major hypothesis of this study is that:

As a result of training, the trainee will demonstrate a richer verbal response.

Operationally, Richer Verbal Response takes the form of verbal expression of feelings as manifested by the use of affect or emotion producing words of sentences (either positive or negative) in reacting to an immediate environment.

Examples of affect or emotion producing words or sentences are: Vivid, Beautiful, Great, Oh my God, I feel pain, Playfully, Tense, Blank expression, Pathetic, Good time, Confused, etc.

Changes in richness of verbal response are being evaluated through two basic criteria: (1) Number of affect producing words or sentences in describing a five minute silent movie; and (2) Number of affect or emotion producing words in describing all that the person sees in a room during a five minute period.

The sub-hypotheses under the heading of Richness of Verbal Response are:

9. As a result of training, the trainee will use more affect or emotion producing words and sentences in describing a silent movie.
10. As a result of training, the trainee will use more affect or emotion producing words and sentences in describing items in a room.

3. GREATER PHYSICAL RELAXATION

The third hypothesis of this study is that:

As a result of training, the trainee will demonstrate greater physical relaxation.

Operationally, Physical Relaxation takes the form of changes in blood pressure, pulse rate and respiration. Greater Physical Relaxation is defined in terms of lower counts for all three categories:

The sub-hypotheses under this heading are:

11. As a result of training, blood pressure counts will be lower.
12. As a result of training, pulse rate counts will be lower.
13. As a result of training, respiration counts will be lower.

It should be noted that this hypothesis is considered secondary to the framework of the TEA program. Since the TEA is conducted in a relaxed atmosphere and includes sets of relaxation exercises it was felt that it might also produce some manifestations of physical relaxation.

A more detailed discussion of the measurements used for purposes of evaluation of the TEA program will be presented under the heading of Instrumentation in this chapter.

RESEARCH DESIGN AND PROCEDURES

The research design for the TEA program was originally developed as a pretest-posttest control group design. Equivalent groups were to have been achieved by randomization. Difficulties in the availability of participants during the scheduled time for both training and testing forced a change to a quasi-experimental design using non-equivalent control groups. This design, although not as strong as the original one in terms of the control over influences on the results of the study, is an acceptable substitution. According to Campbell and Stanley (1963), as well as Kerlinger (1964), the non-equivalent control group design is extensively used in educational research where random assignment of groups is not possible. The weaknesses inherent in the design are controlled in this study through the use of the analysis of covariance and the increased reliability of the measurements which are applied within a short period of time. This will be further discussed under the heading of Statistical Analyses in this chapter.

Four experiments were conducted with the TEA program. Each experiment was dealt with as an independent entity and in each, the control condition was no training.

Data collection was conducted for both experimental and control groups at least two days before training. Posttest measurements were applied four to five days after training.

Data collection was conducted as follows:

The MSGO was administered first to all the participants. This took about fifteen minutes. The MSGO was followed by a review of a silent movie. On one occasion, in the February 1970 study, the movie was replaced by silent scenes from various television programs. The participants wrote their reactions to the movie and then completed the ACL. Once this was completed, each individual taped his reactions to items he saw in a small room.

PARTICIPANTS

A total of seventy-eight individuals participated in the four experiments with the TEA program. Experimental groups ($N=4$) included 44 individuals (15 males and 29 females). Control groups ($N=4$) included 34 individuals (10 males and 24 females). The average age of the participants was 21, with the exception of three adults (ages 33, 44 and 46). Of the 78 participants, 12 were married (4 males and 8 females). Seven were high school seniors, 57 undergraduate students, seven graduate students and seven housewives and professionals. Detailed information about the participants is presented in Appendix B.

Volunteers for the TEA program were recruited in three different ways. In one study (June, 1969) volunteers were selected from participants in a week long orientation for camp counsellors. Another study (December, 1969) was publicized in the University of Massachusetts student newspaper (Appendix C) and was offered as a modular credit experience by the School of Education. The article attracted individuals from various educational orientations, such as

business, agriculture, law and education. Two studies (September, 1969 and February, 1970) were conducted with participants in Strength Training classes of the Center for Humanistic Education, School of Education, University of Massachusetts.

Assignments to experimental and control groups was based on the availability of individuals to participate in training during a specific weekend. The TEA program was conducted over a two day period. This presented a problem to most of the participants who volunteered to take part in training, thus leaving no choice but to accept the larger number of volunteers as parts of the experimental groups.

INSTRUMENTATION

Five different research instruments were used in the study of the TEA program: MSGO, ACL, Movies, Items in a room, and Physical measurements.

1. The Miskimins Self-Goal-Other Discrepancy Scale (MSGO) (Appendix D).

Developed by Miskimins (1968) the MSGO is a technique for measuring the discrepancies in a person's alignment of: (1) his self-concept; (2) his goal self-concept; and (3) his perception of how others evaluate him on a given area of concern.

There are four areas of concern in the MSGO. Each of the areas include a number of categories. Basically, the individual rates himself on a nine point scale on each of the categories which are presented in form of a semantic differential scale, i.e., physically attractive. . . physically unattractive, happy. . . sad, etc.

The areas of concern which are dealt with in the MSGO are: GENERAL (including: Creativity and originality, physical attractiveness, competence for jobs, etc.); SOCIAL (including: friendliness and warmth, social skill, concern for others, etc.); EMOTIONAL (including: happiness, relaxation, alertness, etc.). The fourth area of concern is PERSONAL. In this area, the respondent builds his own pairs of opposites which are related to his personal experience and feelings.

The MSGO yields a total score for twenty different items, 15 of which are an integral part of the scale. The last 5 items are added by the respondent. In this study, only the 15 basic items of the scale will be computed. This will provide a general idea of how the individual sees himself, and how he feels others view him in the general, social and emotional areas.

According to Miskimins (1968), a reliability test of the MSGO with 51 individuals yielded the following correlation coefficients for the 15 items: Total score $r = .80$; Self-Concept $r = .81$; Perceived Response of Others $r = .73$ (p. 21).

Validation studies reveal that virtually all the MSGO values correlated to some positive degree with MMPI: F (validity) scale (15 items $r = .47$). Much of the MSGO also correlated (negatively) with the K (correction) subscale of the MMPI (15 items $r = .58$) (p. 10). The correlation of the total score of the MSGO with the Taylor Manifest Anxiety Scale (TMAS) was .67 for the 15 items ($N=63$) (p. 8).

The decision to include the MSGO as an integral part of the measurements evaluating the TEA program was primarily based on its value as a semantic differential scale. As such, it provides items directly related to different areas in which an individual views himself.

2. The Adjective Check List (ACL). (Appendix E).

The ACL is a standardized 300 adjective list developed by Gough and Heilbrun (1965). The list consists of adjectives commonly used to describe attributes of a person. The ACL is composed of 24 different scales. Six of the scales were chosen to be used in this study. The selection of the scales was based on their potential contribution to the general purpose of the study. The six scales are:

1. Total number of adjectives checked. (No. Ckd.)

Checking many adjectives seems to reflect surgency and drive and a relative absence of repressive tendencies.
(p. 5)

According to the authors, this scale shows an expected relationship to Ma (Hypomania) on the MMPI, and the expected negative correlation with Welsh's R-scale (repression) on the same inventory. They also point out that positive correlations with the CPI Sa (self-acceptance) and Sy (sociability) are in the anticipated direction. (p. 15)

2. Number of favorable adjectives checked. (Fav.)

This scale includes 74 adjectives.

The high scorer appears to be motivated by a strong desire to do well and to impress others, always by virtue of hard work and conventional endeavor, (pp. 5-6).

Validity tests of this scale with: (a) The Welsh A (anxiety) scale show a correlation of $-.40$, (p. 15);
(b) The Do (dominance) scale of the CPI, $r = .34$ (p. 22);
(c) The A scale of the MMPI $r = -.40$, (p. 22).

3. Number of Unfavorable adjectives checked. (Unfav.)

This scale includes 75 adjectives.

The high scoring individual strikes others as rebellious,

arrogant, carelss, conceited and cynical, (p. 6).
Validity tests of this scale with the Welsh A (anxiety) test show a correlation of .29, (p. 15), and with the General Information Survey, $r = -.20$, (p. 16).

4. Affiliation. (Aff.)

This scale is composed of 34 adjectives.
The low scorer seems to be more individualistic and strong willed. He tends to be less trusting and more pessimistic about life, (p. 8)
Validity tests of this scale with the EPPS show a correlation of .28 (p. 14).

5. Intracception (Int.)

This scale includes 36 adjectives.
High scorers tend to check adjectives as alert, curious, foresighted, insightful, mature, etc. They are reflective and serious, capable and conscientious. The low scorer is aggressive in manner, and quickly becomes bored or impatient with any situation where direct action is not possible. (p. 8)
Validity tests of this scale with: (a) the counterpart in the EPPS, $r = .04$; (b) the CPI Ie scale (Intellectual efficiency), $r = .30$; and .25 with Py (psychological-mindedness) (pp. 14-15); (c) the Chapin Social Insight Test $r = .21$ (p. 16); (d) the General Information Survey $r = .31$ (p. 16)

6. Abasement (Aba.)

This scale is composed of 47 adjectives.
High scorer on this scale is not only submissive and self-effacing but also appears to have problems of self-acceptance. (p. 9)
Validity tests of this scale with the EPPS show a correlation of .39 (p. 14); with the CPI (dominance) $r = -.53$; with the MMPI (depression) $r = .35$; and with the MMPI (psychasthenia) $r = .34$, (p. 15).

TABLE I
Reliability Table for the Adjective Check List
(ACL)

Scale	10 weeks		6 months
	College Males N=56	College Females N=23	Adult Males N=100
1. Tot.	.76	.86	.50
2. Fav.	.76	.67	.31
3. Unfav.	.84	.77	.38
4. Aff.	.81	.84	.33
5. Int.	.71	.46	.37
6. Aba.	.70	.69	.68

Source: Gough and Heilbrun, 1965, p. 12.

It should be noted that the reliabilities for the ACL as presented in Table I, represent a period of 10 weeks. In the present research, the ACL was used twice within one week for each study. As such, the estimates of the reliability given in Table I are probably lower than the estimates actually obtained.

The decision to include the ACL as part of the instruments used in the evaluation of the effectiveness of the TEA program was based on the proposition that improved feelings about oneself can be demonstrated through the increased use of favorable adjectives and conversely through the decrease in the use of

unfavorable adjectives. the ACL provides a sufficient number of adjectives, as well as their conversion to standard scores.

3. Silent Movies

The participants reviewed a five minute silent movie, and in one study, scenes from various television programs. The movie showed various activities of children, adults and older-adults in a Jewish Community Center. The participants saw different segments of the same movie before and after the training program. The television programs were changed every minute. The same procedure applied for pre- and post measurements.

Following the review of the movies, the participants were asked to describe what they saw, (Appendix F). The reports were given to two independent judges for coding of number of affect or emotion producing words and sentences, (Appendix G). The Kendall coefficient of concordance: W test was applied to the data. The W test is a non-parametric measure of correlation. The coefficient of concordance was high (from $W=.95$ to $W=.98$), indicating a high rater agreement for the instrument.

Sample reports from experimental and control groups are presented in Appendix G. Detailed results of the W test are presented in Appendix H.

4. Audio-Taping in a Room.

The participants were asked to sit in a small room and describe everything they saw in the room, (Appendix I). Their comments were audio-taped. The average taping time was three minutes. Since one of the two major objectives of

the study was to help participants relate their reactions more affectively, certain affect producing items were used in every study. This was also important because a different room was used for different studies. The added items were: (1) a relatively large and colorful book depicting events in Bergen Belzen, one of the major concentration camps in Europe during World War II. The book includes a number of pictures of inmates, tortures and mass killings; (2) a painting of what one may perceive as half a face and half a devil. This is an oil painting with dark colors; (3) a picture of a girl holding a lamb, surrounded by trees. It is a rather "quiet" picture which one could find in many nursery schools; (4) a newspaper which included various items about the draft and the Vietnamese War.

Typescripts were prepared and given to two independent judges for coding of number of affect or emotion producing words and sentences, (Appendix J). The Kendall coefficient of concordance: W test was applied to the data. The coefficient of concordance was high (from W: .91 to W: .98), indicating a high rater agreement for the instrument. Sample typescripts from experimental and control groups are presented in Appendix J. Detailed results of the W test are presented in Appendix K.

In the two measurements of the movies and the audio-taping, the average score of the judges for each participant was used as a base for the final analysis. The pooling of the estimates for the judges represents a higher reliability estimate for the scores.

5. Physical Measurements.

The physical measurements of blood pressure, pulse rate and respiration were administered by a student nurse. The nurse used a side room for the measurements thus was able to avoid any interruptions. Physical measurements were administered to experimental groups only. Because of the possible effect of pre-training anxiety on the results, the measurements were administered within one hour after training started. Sample form used by the nurse is presented in Appendix L.

STATISTICAL ANALYSES

This research is using four different parametric and nonparametric tests in the interpretation of the data. The tests are: Analysis of covariance, the Mann-Whitney U test, the Sign test and the Wilcoxon Matched-Pairs Signed-Ranks test.

As noted previously in this chapter, this research is employing a non-equivalent control group design. A major characteristic of this design is that the samples have no pre-experimental equivalence. This poses a serious problem to the interpretation of pretest-posttest gains. Campbell and Stanley (1963) recommend the employment of the analysis of covariance as one of the best solutions to this problem. Kerlinger (1964) points out that the analysis of covariance "is a form of analysis of variance that tests the significance of the differences between means of final experimental data taking into account and adjusting initial differences in the data," (p. 347) In other words, when pre-

experimental matching of experimental and control groups is not possible, the analysis of covariance does it through adjustments in the pretest differences between the groups.

General application of the analysis of covariance involves two basic assumptions. One is the assumption of homogeneity of variance and the other is that the two groups can be reasonably assumed to have a common slope. The two assumptions were tested. The results for the complete data is presented in Appendix M. The decision to apply the analysis of covariance to the data was based on the failure to reject the experimental hypothesis that parallelism and homogeneity of variance did not exist.

The test of parallelism is an F test. The commonly accepted figures for the F test are the .05 and .01 levels. The null hypothesis was rejected if the score was less than .05. In these cases the analysis of covariance was not used. Borderline cases in which the probabilities of F were higher than .05 but lower than .15, were also rejected.

The hypothesis of the homogeneity of variance was accepted if the results of the F max test did not exceed the table values at the 95 per cent level of confidence.

The results of the tests for the assumptions of the analysis of covariance yielded sufficient justification for its use with 12 of the 25 tables of the study.

The Mann-Whitney U test was applied to the 13 tables for which the application of the analysis of covariance was rejected. According to Siegel (1956), the Mann-Whitney U test (pp. 116-127) is one of the most powerful nonparametric

tests for determining the significance of the differences between two independent samples. The only requirement of the U test is that at least ordinal measurement has been achieved. Its power efficiency is close to 95 per cent for moderate-sized samples." (p. 126) The U test is proposed as an excellent alternative to the parametric t test.

The general prediction of this study was that individual gain for all experimental groups will be significantly higher than for the control groups. Using the Mann-Whitney U test, it was expected that ranking individual scores will put the control groups on one side of the curve and the experimental on the other, after training. Since the U test does not take into consideration pretest-posttest differences, it was decided to apply it to both pretest and posttest scores. This was considered important especially in situations where posttest U yielded no significant difference between the groups. The application of the U test to the pretest scores will reveal if significant differences did exist between the groups prior to training. In this case it is possible to assume that the effect of training was in the direction of the reduction of the differences therefore rejecting the null hypothesis. Since it is also possible that observable changes may be in the direction of the control groups, the Sign test for related samples was applied to the specific data. The null hypothesis was therefore rejected in cases where significant differences were found between groups on the pretest data, the U test revealed no significant differences on the posttest scores and the Sign test indicated a significant change for the experimental group and no change for the control group. Since the Sign test (Siegel, 1956, pp. 68-75) utilizes information simply about the

direction of change (p. 75), within pairs, the Wilcoxon matched-pairs signed-ranks test was also employed. The Wilcoxon test (Siegel, 1956, pp. 75-83), is a more powerful nonparametric test which "gives more weight to a pair which shows a large difference between the two conditions than to a pair which shows a small difference." (p. 75) While there are no assumptions for the use of the Wilcoxon test, Siegel (1956) points out that "the only assumption underlying this (the Sign) test is that the variable under consideration has a continuous distribution!" (p. 68) All data in this study conforms to this requirement. The Sign test also requires pairs of subjects. In this case it uses each participant as his own control.

CHAPTER V

RESULTS

An analysis of covariance was used to test the hypotheses in this study. The Mann-Whitney U test was applied to data for which the hypotheses for the use of the analysis of covariance were rejected. In situations where the U test required further determination of the direction of change, the Sign test and the Wilcoxon Matched-Pairs Signed-Ranks test were also applied.

The statistical analyses are presented in this chapter in a summary form. Because of the large number of tables and the multiple analyses used, detailed tables are presented in the following appendices: (1) Analysis of covariance, Appendix N; (2) the Mann-Whitney U Test, Appendix O; (3) The Sign test, Appendix P; and (4) the Wilcoxon Matched-Pairs Signed-Ranks test, Appendix Q.

Tables representing the raw data for all the studies are presented in Appendix R.

IMPROVEMENT IN REFERENCES TO SELF

The first major hypothesis tested in this study was that:

As a result of training, the trainee will demonstrate positive changes in referring to himself.

This hypothesis was divided into eight subhypotheses using two basic measurements in evaluating the effectiveness of the TEA program. These measurements were: (1) the Miskimins Self-Goal-Other Discrepancy Scale (MSGO); and (2) the Adjective Check List (ACL).

The following are the results of the statistical analyses for each of the subhypotheses.

HY₁: AS A RESULT OF TRAINING, THE TRAINEE WILL VIEW HIMSELF MORE POSITIVELY ON THE MSGO.

The participants rated themselves on the Self-Concept (SC) scale of the MSGO. The change was determined from the total score on the 15 items of the scale. A statistically significant lesser score after training was considered a positive change. The null hypotheses tested by the analysis of covariance and the Mann-Whitney U test was that there were no significant differences between the experimental and control groups. The summary findings for the three studies in which the MSGO was applied are presented in Table 2. The three analyses produced values which allow the rejection of the null hypotheses. The trainees rated themselves more positively on the SC scale of the MSGO. There was no change demonstrated among the control groups.

TABLE 2

A Summary Table for Analyses Related to Hypothesis 1

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
September 1969						
Exp.	10	56.70	40.30	- - -	Pre: N.S.	U
Cont.	11	53.54	53.18	- - -	Post: .01	
December 1969						
Exp.	10	55.30	40.50	- - -	Pre: N.S.	U
Cont.	7	66.28	66.85	- - -	Post: .02	
February 1970						
Exp.	7	60.57	41.85	38.06	<.01	F
Cont.	8	44.50	44.25	47.56		

HY₂: AS A RESULT OF TRAINING, THE TRAINEE WILL PERCEIVE RESPONSE OF OTHERS AS BEING MORE POSITIVE ON THE MSGO.

The participants rated themselves on the Perceived Response of Others (PRO) scale of the MSGO. The change was determined from the total score on the 15 items of the scale. A statistically significant lesser score after training was considered a positive change. The null hypotheses tested by the Mann-Whitney U test, and the analysis of covariance was that there were no significant differences between the experimental and control groups in their scores on the

PRO scale of the MSGO. The summary findings for the three studies in which the MSGO was applied are presented in Table 3.

TABLE 3

A Summary Table for Analyses Related to Hypothesis 2

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
September 1969						
Exp.	10	53.30	39.90	---	Pre: $<.01$	U
Cont.	11	43.00	45.27	---	Post: N.S.	
December 1969						
Exp.	10	48.20	35.90	---	Pre: N.S.	U
Cont.	7	57.14	57.42	---	Post: $<.01$	
February 1970						
Exp.	7	55.85	40.28	34.18	$<.01$	F
Cont.	8	38.37	39.25	44.59		

The three analyses produced values which allow the rejection of the null hypotheses.

The trainees rated responses of others as being more positive. There was no change demonstrated among the control groups.

The experimental group in the September 1969 study had initially a higher score than the control group. This score was significantly reduced after training.

The indication of the Sign test and the Wilcoxon test which were applied to the data is that changes were significant for the experimental group and not for the

control group and is illustrated in Table 4.

TABLE 4

A Summary Table for the Sign Test and the Wilcoxon Test
for the September 1969 Study

Group	N	Significance	
		Sign Test	Wilcoxon Test
Experimental	10	.001	<.005
Control	11	.113	N. S.

HY₃: AS A RESULT OF TRAINING, THE TRAINEE WILL CHECK MORE
ADJECTIVES ON THE ADJECTIVE CHECK LIST (ACL).

The participants checked adjectives on the ACL. The change was determined from the standard scores. A statistically significant higher score after training was considered a positive change. The null hypothesis tested by the Mann-Whitney U test, and the analysis of covariance was that there were no significant differences between the experimental and control groups in their scores on the TOTAL scale of the ACL. The summary findings for the two studies in which the ACL was applied are presented in Table 5.

TABLE 5

A Summary Table for Analyses Related to Hypothesis 3

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
December 1969						
Exp.	10	44.30	46.40	---	Pre: $< .01$	U
Cont.	8	55.25	53.37	---	Post: $< .05$	
February 1970						
Exp.	5	55.00	51.80	49.57	N S.	F
Cont.	8	51.25	45.75	47.14		

The U test, applied to the December 1969 data, yielded significant differences between experimental and control groups prior to, and following training. The difference was in the direction of a higher score for the control group. The null hypothesis is therefore accepted.

The analysis of covariance which was applied to the February 1970 data, produced a smaller F value than required for the rejection of the null hypothesis (1.16). The null hypothesis is therefore accepted indicating that there were no significant differences between the groups in the number of adjectives checked on the ACL.

HY : AS A RESULT OF TRAINING, THE TRAINEE WILL CHECK MORE
 4 FAVORABLE ADJECTIVES ON THE ACL.

A statistically significant higher standard score after training was considered a positive change. The null hypothesis tested by analysis of covariance was that the groups were not different in their scores on the Favorable scale of the ACL, after adjusting the data with covariates. The summary of the findings is presented in Table 6.

TABLE 6

A Summary of Analysis of Coveriance for Adjectives Checked
 on the Favorable Scale of the ACL, for Two Studies

Study	N	Prestest Mean	Posttest Mean	Adjusted Posttest M	F
December 1969					
Exp.	10	39.40	44.70	45.28	4.67*
Cont.	8	40.75	41.12	40.39	(1, 15)
February 1970					
Exp.	6	39.33	44.70	52.22	6.01*
Cont.	8	46.75	45.00	42.46	(1, 11)

* $p < .05$

The analysis of covariance produced F values for the two studies at the significance level of smaller than the .05 level. The null hypothesis is therefore rejected.

HY₅: AS A RESULT OF TRAINING, THE TRAINEE WILL CHECK FEWER UNFAVORABLE ADJECTIVES ON THE ACL.

A statistically significant lesser standard score after training was considered a positive change. The null hypothesis tested by the Mann-Whitney U test was that the groups were not different in their scores on the Unfavorable scale of the ACL.

A summary of the findings is presented in Table 7.

TABLE 7

The Mann-Whitney U Test on the Unfavorable Scale of the ACL for two studies

Study	N	Pretest Mean	Posttest Mean	U Adjusted for ties=z	P
December 1969					
Exp.	10	55.90	50.10	Pre: 20.5 - - -	N. S.
Cont.	8	73.37	77.00	Post: 13.5 - - -	.025
February 1970					
Exp.	7	52.57	44.85	Pre: 26 .23	N. S.
Cont.	8	54.62	52.75	Post: 8.5 - - -	.01

The data in Table 7 suggests that significant differences exist between the experimental and control groups in the two studies. The null hypothesis is therefore rejected.

HY : AS A RESULT OF TRAINING, THE TRAINEE WILL CHECK MORE
 6 ADJECTIVES ON THE AFFILIATION SCALE OF THE ACL.

A statistically significant higher standard score after training was considered a positive change. The null hypothesis tested by the Mann-Whitney U test, and the analysis of covariance was that the groups were not different in their scores on the Affiliation scale of the ACL.

A summary of the findings is presented in Table 8.

TABLE 8

A Summary Table for Analyses Related to Hypothesis 6

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
December 1969						
Exp.	8	38.12	46.12	- - -	Pre: N.S. Post: .09	U
Cont.	6	40.16	41.16	- - -		
February 1970						
Exp.	6	36.83	49.66	50.77	<.01	F
Cont.	6	40.33	41.33	40.22		

The two analyses produced higher values than required for the rejection of the null hypotheses. The null hypotheses are therefore rejected, indicating that there was a significant change between the groups after training.

HY₇ : AS A RESULT OF TRAINING, THE TRAINEE WILL CHECK MORE ADJECTIVES ON THE INTRACEPTION SCALE OF THE ACL.

A statistically significant higher standard score was considered a positive change. The null hypothesis tested by the analysis of covariance was that the groups were not different in their scores on the Intraception scale of the ACL, after adjusting the data with covariates. The summary of the findings is presented in Table 9.

TABLE 9

Summary of Analysis of Covariance for Adjectives Checked
On The Intraception Scale of the ACL, for Two Studies

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	F
December 1969					
Exp.	10	48.00	49.90	46.99	N. S.
Cont.	9	40.33	41.22	44.45	(1, 16)
February 1970					
Exp.	7	48.42	54.43	54.41	6.77*
Cont.	8	48.37	46.75	46.77	(1, 12)

* p < .05

The analyses of covariance produced F values of .39 and 6.77 for the two studies. It can be seen that the resulting F of .39 for the December 1969 study indicates that the null hypothesis cannot be rejected. On the other hand, the

resulting F of 6.77 for the February study suggests the existence of significant differences between the groups after training.

The differences between the two studies can be explained in terms of the differences in motivation between participants in the two groups. As noted in Chapter IV, participants in the December 1969 study were recruited from the general population of the University, while participants in the February 1970 study were part of a Strength Training course at the School of Education. The different educational backgrounds and aspirations of the participants may account for the different impact of training on the individuals. It should be noted that Intraception was defined in terms of an engagement in attempts to understand one's own behavior or behaviors of others.

HY₈: AS A RESULT OF TRAINING, THE TRAINEE WILL CHECK FEWER ADJECTIVES ON THE ABASEMENT SCALE OF THE ACL.

A statistically significant lesser score was considered a positive change. The null hypothesis tested by the Mann-Whitney U test, and the analysis of covariance was that there were no significant differences between experimental and control groups in their scores on the Abasement scale of the ACL

A summary of the findings is presented in Table 10.

TABLE 10

A Summary Table for Analyses Related to Hypothesis 8

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
December 1969						
Exp.	10	50.20	50.90	- - -	Pre: N S.	U
Cont.	9	50.00	50.88	- - -	Post: N. S.	
February 1970						
Exp.	7	61.42	56.28	47.74	N. S.	F
Cont.	8	45.50	50.00	57.48		

The two analyses produced lower levels than required for the rejection of the null hypothesis. The null hypotheses are therefore accepted for both studies.

Summarizing the results obtained in testing the first major hypothesis of the study, it should be noted that all the subhypotheses which are directly related to the expression of feelings about oneself, yielded significant results. These subhypotheses deal with concept of self, perceived response of others, number of favorable adjectives checked and number of unfavorable adjectives checked. An additional subhypothesis which received support in the two studies seems to be related more to interpersonal relationships. The significant increase in the score on the Affiliation scale of the ACL indicates a greater desire to seek and sustain more personal friendships among participants in the TEA program.

The subhypothesis which projected a higher score for the trainees on the Intraception scale of the ACL, received support from one study and was rejected by the other. A partial interpretation for this development was offered in terms of the differences in the backgrounds and educational motivations of the participants. The support for the hypothesis was evident in the study which included individuals aspiring to be teachers and who were engaged in efforts at improving their teaching skills. The hypothesis was rejected in the study which included individuals from varying educational backgrounds.

The two subhypotheses which were rejected by the two studies dealt with the prediction that as a result of training, the trainee will check more adjectives on the ACL, and that changes will take place in the expression of feelings of inferiority through self-criticism, guilt or social impotence.

RICHNESS OF VERBAL RESPONSE

The second major hypothesis tested in this study was that:

As a result of training, the trainee will demonstrate a richer verbal response.

This hypothesis was divided into two subhypotheses using two basic measurements in evaluating the effectiveness of the TEA program. These measurements were: (1) Written reactions to five minute silent movies; and (2) Audio-taped reactions to items in a room.

The following are the results of the statistical analyses for each of the two subhypotheses.

HY₉: AS A RESULT OF TRAINING, THE TRAINEE WILL USE MORE AFFECT OR EMOTION PRODUCING WORDS AND SENTENCES IN DESCRIBING A SILENT MOVIE.

The participants reviewed movies and were asked to write all that they remembered. Typescripts were prepared and given to two independent judges for coding. The average score for each participant was used as a base for the analysis. The null hypothesis tested by the Mann-Whitney U test, and the analysis of covariance was that the groups were not different in the number of affect or emotion words used in describing the movies.

A summary of the findings for three studies in which the measurement was used is presented in Table 11.

TABLE 11

A Summary Table for Analyses Related to Descriptions of Movies

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
September 1969						
Exp.	8	3.68	5.18	- - -	Pre: N.S.	U
Cont.	11	4.95	4.40	- - -	Post: .01	
December 1969						
Exp.	10	4.15	9.05	8.87	< .05	F
Cont.	8	3.62	4.18	4.41		
February 1970						
Exp.	7	5.42	9.57	- - -	Pre: .05	U
Cont.	8	9.25	6.31	- - -	Post: .04	

The U test and the analysis of covariance for the September and December 1969 studies produced values which allow the rejection of the null hypothesis.

The February 1970 study shows a significant U for both pretest and post-test scores. In order to determine the direction and magnitude of the change if any, the Sign test and the Wilcoxon Matched-Pairs Signed-Ranks test were applied to the data. Table 12 presents the summary findings of the tests.

TABLE 12

A Summary Table for the Sign Test and the Wilcoxon Test for the
February 1970 Study

Group	N	Significance	
		Sign Test	Wilcoxon Test
Experimental	7	.008	.01
Control	8	.227	N. S.

Both the Sign and the Wilcoxon tests show a significant change for the experimental group. No changes were demonstrated for the control group.

The direction of change in the groups, as demonstrated by the U test, is a significantly higher score for the control group on pretest measurement, and a significantly higher score for the experimental group on the posttest measurement. The null hypothesis is therefore rejected.

HY₁₀: AS A RESULT OF TRAINING, THE TRAINEE WILL USE MORE AFFECT OR EMOTION PRODUCING WORDS AND SENTENCES IN DESCRIBING ITEMS IN A ROOM.

The participants audio-taped a three minute descriptive reaction to various items they saw in a small room. Typescripts were prepared and given to two independent judges for coding. The average score for each participant was used as a base for the analysis. The null hypothesis tested by the Mann-Whitney U test and the analysis of covariance was that the groups were not different in the number of affect or emotion producing words used in describing the items in the room. A summary of the findings for four studies in which this measurement was used is presented in Table 13.

TABLE 13

A Summary Table for Analyses Related to Hypothesis 10

Study	N	Pretest Mean	Posttest Mean	Adjusted Posttest M	Significance	Test
June 1969						
Exp.	11	11.72	17.72	16.27	<.05	F
Cont.	7	8.35	8.57	10.85		
September 1969						
Exp.	8	11.06	16.87	- - -	Pre: .43	U
Cont.	7	11.28	11.21	- - -	Post: .06	
December 1969						
Exp.	9	11.44	18.00	- - -	Pre: N. S.	U
Cont.	7	12.50	11.85	- - -	Post: .05	
February 1970						
Exp.	7	8.07	16.28	18.54	<.01	F
Cont.	7	14.00	13.57	11.31		

The analysis produced significant levels which allow the rejection of the null hypotheses for the four studies.

The two measurements used to test this major hypothesis support the prediction that as a result of training, participants used more affect, or emotion producing words and sentences in reacting to their immediate environment. The environment was represented by the review of movies and audio-taped reactions to items in a room.

GREATER PHYSICAL RELAXATION

The third hypothesis tested in this study was that:

As a result of training, the trainee will demonstrate greater physical relaxation.

This hypothesis was divided into three subhypotheses. The following are the results of the statistical analyses for each of the three subhypotheses.

HY₁₁: AS A RESULT OF TRAINING, THE BLOOD PRESSURE COUNTS WILL BE LOWER.

A student nurse took the blood pressure counts for each participant in the TEA program. This measurement was applied to experimental groups only.

The blood pressure count was taken during the first hour of training and one hour after the completion of the program. A statistically lesser count was considered a positive change. The null hypothesis tested by the Sign test and the Wilcoxon Matched-Pairs Signed-Ranks test was that there was no significant change for each individual within the experimental groups after training.

The summary of the findings for the four studies in which blood pressure count was taken is presented in Table 14.

TABLE 14

A Summary Table for the Sign Test and the Wilcoxon Test for
Blood Pressure Counts in Four Studies

Study	N	Pretest Mean	Posttest Mean	Significance	
				Sign Test	Wilcoxon Test
June 1969	16	111.00	105.12	.029	<.01
September 1969	10	113.80	116.40	.09	N. S.
December 1969	9	122.40	115.50	.002	<.005
February 1970	8	115.70	108.20	.008	±.01

The significant levels for three of the four studies indicate the possibility that the null hypotheses may be rejected. The Wilcoxon test for the September 1969 study revealed that no significant change was demonstrated in the group. This is primarily due to the fact that a delay in the conclusion of training caused concern among most of the participants.

HY₁₂: AS A RESULT OF TRAINING, PULSE RATE COUNTS WILL BE LOWER.

The null hypothesis tested by the Sign test was that there was no significant change in pulse rate counts for individuals in the experimental group. The findings for the pulse rate counts are presented in Table 15.

TABLE 15

The Sign Test for Pulse Rate Counts in Four Studies

Study	N	Pretest Mean	Posttest Mean	N	Sign Test x	P
June 1969	14	82.71	76.28	11	3	N.S.
September 1969	10	77.60	76.40	9	4	N.S.
December 1969	9	75.11	71.11	5	0	.031
February 1970	8	75.00	72.00	7	2	N.S.

It can be seen that the resulting probabilities of three of the four studies indicate that the null hypothesis cannot be rejected.

HY₁₃: AS A RESULT OF TRAINING, RESPIRATION COUNTS WILL BE LOWER.

The null hypothesis tested by the Sign test was that there was no significant change in the respiration count for individuals in the experimental groups.

The findings for the respiration counts are presented in Table 16.

TABLE 16

The Sign Test for Respiration Counts in Four Studies

Study	N	Pretest Mean	Posttest Mean	N	Sign Test x	P
June 1969	12	20.08	18.83	8	3	N.S.
September 1969	10	20.00	18.40	6	1	N.S.
December 1969	9	21.33	17.00	3	0	N.S.
February 1970	8	19.00	18.00	4	1	N.S.

The differences between pre- and post scores of the respiration count reveal little difference among the participants. These differences are not statistically significant.

Summarizing the results obtained in testing the physical relaxation criteria of this study, it is important to note that the resulting significant levels for the three subhypotheses indicate that the null hypotheses cannot be rejected. There is no basis on which the third major hypothesis of this study may be accepted.

CHAPTER VI

DISCUSSION, OBSERVATIONS, AND LIMITATIONS OF THE TEA PROGRAM

DISCUSSION

The major premise underlying this study was that a short-term training program in human relations, composed of affective learning exercises, can produce improvements in specific behaviors, and that these improvements can be demonstrated through research.

TEA: Training for Effective Attending was developed with the purpose of helping people improve their self-attending behaviors. These behaviors were identified in terms of references to self, richness of verbal response and physical relaxation.

The central finding of this study was that the four experiments with the TEA program provided support for the major premise of the study. It was found that as a result of training, participants demonstrated a significant improvement in how they referred to themselves and displayed significantly more emotion or affect producing words or sentences in reacting to two specific situations. However, measures of physical relaxation failed to reveal a consistent pattern.

1. Improvements in References to Self.

The general finding of this category was that all the hypotheses which were

directly related to verbal expression of feelings about oneself yielded significant results for all the experimental groups while no change was demonstrated for the control groups.

Miskimins Self-Goal-Other Discrepancy Scale (MSGO)

The MSGO provided this study with one of its basic tools for the evaluation of the effectiveness of the TEA program. The MSGO was utilized in three different studies and in each case significant results were noted for the experimental groups. Trainees viewed themselves in a significantly more positive way as they rated themselves on the Self-Concept (SC) scale of the MSGO.

Closely integrated within the concept of self is the proposition that the perception of how others view a person serves as a strong reinforcement, either positive or negative, to the view the person holds of himself. (Miskimins, 1967, pp. 7-9) As a result of training, participants perceived others as viewing them in a significantly more positive way. This finding seems to provide support for one of the major propositions in the development of the theoretical formulation of the TEA program. Essentially this proposition stated that as the person will feel more comfortable within himself he will also tend to view others as relating to him in a more positive way.

Adjective Check List (ACL)

The ACL was the second major tool in the evaluation of the effectiveness of the TEA program. Three of the six sub-hypotheses in this category yielded

significant results, one hypothesis reached the required level of significance in one study but was rejected in another. Two hypotheses failed to reach the required level of significance in the two studies in which the ACL was utilized.

The central finding of this category was that the three hypotheses which were related directly to the general purpose of the study received support through the findings. The trainees used significantly more favorable, and conversely less unfavorable, adjectives in describing themselves on the ACL. The third hypothesis receiving support in the two studies was that as a result of training, trainees will check more adjectives on the affiliation scale of the ACL. Affiliation was defined in terms of seeking and sustaining more personal friendships.

The hypothesis which received support from one study only stated that as a result of training, the trainee will check more adjectives on the intraception scale of the ACL. Intraception was defined in terms of the willingness to engage in attempts to understand one's own behavior or behaviors of others. The differences between the two studies can perhaps be explained in the differences between the participants in the two experiments. By definition, intraception requires a certain level of motivation. The December, 1969 study was composed of volunteers from the total population of the university. Many of them came from business and administrative orientations. As such, it should be noted that while training seemed to have effected their scores on personal reference scales (favorable and unfavorable adjectives), it had no demonstrable effect on their motivation in terms of further understanding of themselves. The second study,

February, 1970, in which changes were demonstrated, was composed of individuals with a commitment to the field of education and to personal improvement as viewed through their participation in Strength Training sessions. It is important to note however, that the Intraception scale represents a somewhat deeper level of expectation than required for the purposes of the TEA program which focused on the prediction of general improvements in references to self. In other words, an observation of the development, structure and objectives of the TEA program reveals no emphasis on motivational or personality factors. As such there is no reason to accept this finding as a direct result of the training program itself. This is probably also true in the case of the two additional subhypotheses which were rejected by the study.

The two hypotheses which failed to reach the required level of significance were involved in the predictions that as a result of training, the trainee will check fewer adjectives on the abasement scale of the ACL and will check significantly more adjectives on the ACL. Abasement was viewed in terms of the expression of feelings of inferiority through self-criticism, guilt or social impotence. Checking many adjectives on the ACL was viewed by its authors (Gough and Heilbrun, 1965) as a reflection of surgency and drive and a relative absence of repressive tendencies. (p. 5)

This conclusion points out the study yielded significant differences on those behaviors which it sought to change. Underlying the assumption of improvements in references to self, there was also an assumption that such will

ultimately change the person psychologically. This in turn should manifest itself through changes in the psychological abstracts of abasement and through the total number of adjectives checked on the ACL. This concurrent change did not appear. It may be suggested that it is possible that the test itself does not change these constructs or maybe there is not a transfer here between those symptoms and abasement. It may be possible that perhaps the psychological construct of abasement as measured by the operational definition as measured by the test may well have been measured but that the behavior symptoms selected to change in the study may not be necessary conditions that must be changed in order to change a person at the abasement level.

SUMMARY

Increased insight, greater awareness about self and improved concept of self are basic objectives of all group training programs in human relations, (Bradford, et al., 1964; Schein and Bennis, 1965; Campbell and Dunnette, 1968; Egan, 1970). Changes in how an individual views himself after participation in group training were noted by most observers in the field. Much of the observations, however, was based on either one sample study which did not provide comparison groups or self reports. A few studies did demonstrate change with respect to concept of self (Smith, 1964; Schutz and Allen, 1966; Berzon, et al., 1968). The TEA program apparently joins this group. It is interesting to note that while other group training programs deal with the concept of self as a complete unit,

the TEA program adopted Miskimins' theoretical formulation which defines the self behavioristically. As such, this study provides two closely related measurements and results (Self-Concept and Perceived Response of Others). Other training programs, on the other hand, place a greater emphasis on the accuracy of interpersonal perception as a result of training (Gordon, 1950; Gage and Exline, 1953; Bennis, et al., 1957; Lohman, et al., 1959).

In conclusion it should be noted that the findings of this category offer strong support to the major premise of the study.

2. Richness of Verbal Response.

The second major hypothesis of this study was that as a result of training, participants will demonstrate richer verbal response. Richer verbal response was defined in terms of verbal expression of feelings as expressed by the use of affect or emotion producing words or sentences, either positive or negative, in reacting to an immediate environment. Two basic criteria were used in the evaluation of the effectiveness of the TEA program in helping individuals achieve a richness of verbal response. These criteria were: (1) Describing a silent movie; and (2) Describing items in a room. The movies were shown to participants in three studies and taping reactions to items in a room was utilized in the four experiments of this research program. In all cases, significant improvements were found for experimental groups while no changes were demonstrated for the control groups.

The increase in the use of affective language by participants in the TEA program may be related to the nature of the exercises used in the program. However, while many of the exercises emphasize recognition of feelings, none actually deal with affective expression of the feelings. At the same time it should be noted that there are exercises which involve the participant in observation of paintings (The Unique Thing: Painting). These exercises are basically used for the purposes of helping the individual slow down his processes of judgement-making by observing the details prior to becoming fixated on the whole. The basic message of this, and many other exercises is in terms of the possibility that one may find positive elements in everything if one is willing to observe at least twice before making a final judgement. It is therefore possible to suggest that the findings in this category can be explained in terms of the interaction between the participation in the exercises and the general positive atmosphere of the training program.

Examples of improvements in affective response can be highlighted in the following descriptions made by a few participants to a number of items they observed:

Taping

A Picture of a girl with the lamb:

1. PRETEST: . . . There is a chair next to the blackboard which has a picture on it. This is not a painted picture but looks like a replica. It's of a young girl in the forest with a lamb. She seems to be very loving with this lamb. On the table . . .

POSTTEST: . . . It seems out of context now to look at the picture of the young girl with a lamb and of a fantasy forest which is. . . seems very happy. She seems happy and even the lamb seems to be smiling. I look around and. . .

2. PRETEST: . . . A big blackboard and another picture of a little girl ah hugging a lamb and it looks like its in a forest with a lot of trees in it. Kind of dense with flowers and the girl has a straw hat on. And let's see she has a brown sweater on with pink dress and she looks very happy, and this must be a pet lamb with a couple of birch trees. I see . . .

POSTTEST: . . . There is also another picture ahm of the little girl again holding the lamb and this, I don't know, it doesn't look like real painting. Somehow it doesn't have the brush strokes that you see in the other painting. It looks like something that was made of water colors or something like that and ehm the girl has her arm around the lamb I don't like it very much. It's a quiet picture, too calm for me. She looks happy though. I just don't like this type of a picture. It makes me uncomfortable, it's very unreal. It was ehm. . .

B. Painting of face:

3. PRETEST: . . . The first picture. . . ah its a man talking to a microphone. The colors are very vibrant almost thrown on. . . oranges and yellows. The microphone is brown with almost a hook on it. . . there are four grey red lines on the upper left of the painting. . . I don't know what they are or what they're doing there. . . ah. . . the other paints were primitive. . . Small girl. . .

POSTTEST: . . . Looking around closer my eyes are first struck by the painting with vivid orange and yellow colors. Lines, series of lines. . . it seems like horizontal lines broken up by four rather diagonal lines. The second painting. . . [Note: this participant returned to observe this painting later. He then commented]: Back of me is the rather vivid painting. It is very powerful. The artist seems to be troubled. The colors are almost as being. . . maddening. The colors are so vivid and so darkening that this seems to be in contrast to the candles. . . the books. . .

4. PRETEST: . . . There's an interesting picture by Shim. . .
I guess it is by Shim. . . Actually it's not a painting that
I would like to hang up in my room. . . no offense to Shim. . .

POSTTEST: . . . Well, the painting. I don't like it period.
It's bad news. I see it was not painted by you. Good. The
colors are just terrible. I guess the painting makes me feel
uncomfortable I don't like to talk about it any more. Now . . .

Movies

1. PRETEST: . . . At the beginning there were different types
of happineses: Playing handball, playing chess, cooking
and talking. But at the end a woman seemed rather frustrated,
and didn't know what to do.

POSTTEST: . . . Different types of activities, same as before,
nothing special. The older woman was very upset. Unpleasant
scene at home. She talked to her son who became angry at his
wife. When older woman left they were sad. Felt sorry for all
of them. Glad old woman joined group. Happiness is being
together. Everybody enjoys themselves, having fun.

2. PRETEST: . . . (1) A lady very upset about something important
to her. (2) Ladies and a few gents preparing a luncheon or
something for a crowd of people. They seem to be having fun.
(3) Two guys playing chess game they liked. (4) Two guys
playing handball or hand tennis in gym. Working hard.
(5) Girls playing tennis or badminton or ping pong, having fun.
(6) A conference going on. (7) One more thing stands out in
my mind but I can't remember it.

POSTTEST: (1) An old lady talks to man about something
important to her. She is upset and depressed. (2) Ladies
prepare food in kitchen. A few gents around. All have fun.
Man dances with two ladies. (3) Playing handball, working
hard at it, but seem to enjoy it. (4) Boy and man playing
chess. Puzzling game. They seem to like it. Man upset,
boy enjoys himself. (5) Girls playing having fun. They run
free. Enjoying life. (6) Old lady and man, maybe son, talk
about her. She is very upset. Daughter is involved. Old
lady leaves. Man and woman very sad.

It should be noted that what is actually implied in the above is a behavioral transfer from the individual to other situations. To some extent it is a similar finding to the one discussed in a few studies of the T-group framework (Harrison, 1962; Bass, 1962; Stock, 1964; Clark and Culbert, 1965). These studies offer some evidence that participants tended to describe others in more interpersonal terms after training. It is important, however, to realize that these results followed a period of intensive interpersonal encounters. The results of the TEA program followed a period of interpersonal encounters. As such these results represent a first attempt at using affective learning exercises for improving verbal behaviors.

3. Greater Physical Relaxation.

The third major hypothesis in this study was that as a result of training, participants will demonstrate greater physical relaxation. Physical relaxation was identified in terms of changes in blood pressure, pulse rate and respiration counts. The general finding of this category was negative. There was no significant change in respiration and pulse rate counts in the four studies of this research program. Significant changes were found for blood pressure in the four experimental groups. However, since no control groups were used it is rather difficult to assess the meaning of this change.

The application of physical measurements in a program such as TEA is a rather difficult undertaking. This was due primarily to two factors. The first was due to the fact that since the TEA program was conducted during a two day

period in the community where most of the participants live, it was difficult to have the participants stay for the longer period of time required for the application of the physical measurements. The second factor was related to the inadequate facilities in which training took place. The experiments with the TEA program were conducted in various rooms which were available for this purpose. This resulted in difficulties to provide with comfortable chairs and rugs. It should be, however, pointed out that the above difficulties could have been eliminated if it was not for the fact that this category of measurements was considered secondary to the general purposes of the study. Future experiments must take this into consideration, and in addition to allowing for comfortable facilities, an additional exercise can be introduced to allow the needed time for individual participants to take the physical measurements.

In view of the above it is important to note that no firm conclusions can be reached about the effectiveness of the TEA program in helping individuals achieve greater physical relaxation.

INFORMAL OBSERVATIONS

Before embarking on a discussion of the limitations of the present study it would be helpful to review briefly some of the reactions of the participants to the program.

Unlike the strong and rather expressive reaction to participation in various training programs in human relations the general reaction to the TEA program can

be described as "having a positive experience." It is a quiet reaction and a rather individualistic one. This type of a reaction was expected since the TEA is an individual-oriented program.

A few participants who experienced sensitivity training and had positive feelings about it seemed to have been disappointed from the TEA program. They "missed" the excitement they said they felt throughout the sensitivity training experience. It was difficult for these individuals to "let go" and become part of the TEA group. These individuals are the "old pros" as Rogers (1969) calls them when discussed the negative aspects of training upon a few individuals.

(p. 61) On the other hand, individuals who had negative reactions to their experiences in sensitivity training or encounter groups were rather suspicious at first but once they realized the nature of the program, their reactions were highly positive. This poses an interesting implication which will be discussed at greater length in the last chapter of this dissertation.

A few individuals reacted in writing to their TEA experience. These reactions were completely voluntary and were done in the following ways:

1. One girl wrote on the posttest sheet of the MSGO:

"I really enjoyed your training session. I think I care and understand more about myself - at least I'm more open. Thanks so much."

2. An education student from the Boston area who participated in the TEA program as part of the orientation program for camp (June 1969) wrote a letter in which she tried to relate her TEA experience to the objectives of camp:

". . .what has impressed me most about Y-day is its humanistic perspective of what a child should derive from a camping experience. Somehow when I thought about what orientation would be like I expected a session of skills training and administrative details. Instead I was happy to be a part of a brilliant introduction to the real needs of children and how I, as a camp counselor could fulfill these needs."

3. A married woman whose husband participated in a number of group training programs reacted in the following way as she taped her reactions to items in the room:

"I am very happy that I have been here. . .it made me realize that I don't have to have that gut feeling that I had been getting every time (X) asked me if I want to go to something like that and I turned down the invitation. . . and it will open up for me, I hope, a lot more experiences like this."

In addition to the various individual reactions, a few developments within the groups should also be noted.

Most of the participants in the TEA programs did not know one another. As training progressed the formation of small informal groups was rather noticeable. Towards the end of the training session there was also an increase in interpersonal activities.

An interesting development also took place after training. The camp leaders who participated in training were able to confront one another and accept critical comments in a significantly more positive way than those who did not participate in training throughout the eight weeks of the summer program. It should be noted that the confrontations were done with their supervisors who did not participate in the same training program.

The studies with the Strength Training classes (September 1969 and February 1970) were conducted at the beginning of the semester. The behavior of participants in the TEA programs was markedly different than the behavior of non-participants following the program. These observations were made during the second session of the classes. In both situations participants in the TEA program were more active in discussion and peer feedback in class. It should be noted that much of the learning in the Strength Training classes is based on honest and direct feedback on part of students as they observe one of their peers conduct a class session.

The participants in the December 1969 study who were recruited from the larger population of the university were planning a party to have taken place a few weeks after the completion of the program.

The various individual and group reactions resulting from participation in the TEA program present a few interesting implications for a specific application of the TEA, particularly in as much as they highlight its potential as an introductory program in human relations. This will be discussed at greater length in the last chapter of the dissertation.

LIMITATIONS OF THE STUDY

The major limitation of this study is in the interpretation of its results. Because of the tendency of some readers to generalize findings it should be highlighted that all generalizations must be confined to the fact that results were

achieved within a very short time after the completion of training. The TEA program does not claim, nor did it try to prove, that changes as a result of training have any lasting effect upon the participants. No attempts were made to study the effectiveness of the TEA over a period of time.

Other limitations of the present research can be observed in its basic design. Difficulties in recruitment and control over volunteers, limitations in application of a rigorous design and lack of availability of standardized measurements of generalized human behavior are not unique to the TEA program. Bradford and his associates (1964), Schein and Bennis (1965), Harrison (1967), Rogers (1969) and Egan (1970), all elaborate on the difficulties in studying the effectiveness of training programs in human relations. The following discussion will focus on a brief evaluation of the difficulties as they related specifically to the TEA program.

Volunteers and Design.

Although not a major limitation, one must take into consideration the possibility that individuals volunteering to take part in training might be more susceptible to influences of training. However, since most, if not all, participants in group training programs are volunteers, the limitations seemed to be confined to the interpretation of results to this large population.

A more serious problem was the availability of volunteers to participate in the complete research program of the TEA. The lack of a sufficient number

of volunteers forced a change in the design from a more powerful to a less powerful one. In spite of the fact that a non-equivalent control group design which was used with the TEA program is considered an acceptable alternative to a true experimental design (Campbell and Stanely, 1963; Kerlinger, 1964), it does present problems in interpreting the statistical data especially since external factors of selection-history or selection-maturation can present a threat to the internal validity of the study. The short time within which each of the four studies was conducted and data collected together with the application of the proper analyses are considered factors in minimizing the effects of the external variables. In spite of this, the specific data has to be viewed with caution.

An additional limitation of this study lies in the fact that it was conducted with a relatively young population. This must be kept in mind in generalizing the results of training. There were not enough adults in the program to attempt and discuss the value of the TEA for all age groups. It is not beyond reason to expect the college student to react positively to the kinds of experiences he is exposed to through the TEA program. In addition to being young in age, the college student may be characterized in terms of his continuous search for meaningful being, a search for an identity. The highly individualized nature of the program and its specific content together with its non-threatening orientation may make it rather meaningful to the college student and at the same time may prove unsatisfactory to the older person who may be involved in the process of clarifying for himself the meaning of his identity. In this case, therefore, generalizations of the TEA

program should be confined to the population within which it was conducted.

Measurements.

The problem of measuring outcomes in group training programs is one of the most serious challenges to the researcher. It is also one of the most discouraging factors in attempts at developing meaningful research designs. Most of the standardized tests were not developed for use in group training programs. Those used in training immediately raise the questions of applicability, ceiling effect and the like. Because of the lack of proper measurements the researcher is faced with the choice of using available tests, developing his own or adapting tests for the specific purposes of his own study. In either case, the selection of tests in order to evaluate the effectiveness of any given training program presents a built-in limitation for the interpretation of the data, leaving final judgement at the hands of the reader who may agree, or disagree, with the choice. The TEA program applies tests representing the three problem areas as discussed above. The Adjective Check List (ACL) was applied because it provided the study with a large number of adjectives used in references to self. At the same time, the Miskimins Self-Goal-Other discrepancy scale (MSGO) was applied because of its availability as a semantic differential scale. While the MSGO was originally designed for analysis as a discrepancy scale, in this study total scores on two of its scales were used as a base for judgement. The author of the MSGO does provide the reader with reliability tests for the total scores thus making the use of the scale in this study a legitimate one.

Two new measurements were introduced in this study. Both were applied in an attempt to evaluate the effectiveness of the program upon improved richness of verbal response. They included written reports and typescripts which were analyzed for number of affect or emotion producing words or sentences in describing a silent movie and taping reactions to items in a room. The typescripts were coded by two independent judges following special training for this purpose. The high correlation between the two judges must be viewed as limited to these judges. It is well possible that other individuals will reach similar level of agreement, although no attempt was made to verify this.

An additional limitation to the interpretation of the findings of this study lie in the fact that not all the measurements were used with all the studies (ACL-2 studies; MSGO and MSGO and Movies - 3 studies).

CONCLUSION

In conclusion it should be noted that the most important overall finding of this research is that it does provide sufficient support for the proposition that units of affective learning exercises, incorporated in a short term training program aimed at the achievement of specific and identifiable objectives, can actually produce results and that these results can be demonstrated through research. It may be further suggested that the findings of this research provide additional support for the validity of some basic ingredients of the T-group framework and to the general orientation of the PEER program.

CHAPTER VII

FINAL SUMMARY AND POSSIBLE APPLICATIONS OF THE TEA PROGRAM

SUMMARY

The rapid growth of group training programs in human relations during recent years has resulted in a growing concern about their general effectiveness as well as their impact upon individuals.

The purpose of this study was to examine this issue. More specifically it is designed to test the possibility that a short-term training program, composed of affective learning exercises, can produce improvements in specific behaviors, and that these improvements can be demonstrated through research.

Group training programs represent a relatively new development in the field of human endeavor. The growth of these programs can be attributed to the interaction between a growing alienation of individuals in our society and a dissatisfaction with traditional "helping" institutions. The attractiveness of these programs can be related to their humanistic approach to people.

Deriving their theoretical formulations from existential thought, most group training programs offer the individual opportunities to develop meaningful relationships with others in small group settings, and to explore his potential towards a more comfortable and actualized being. Using principles and practical knowledge offered by research in group dynamics and learning theories, group

One of the major characteristics of the TEA program is that unlike all other training entities in human relations it is geared almost totally to individual activities within a group setting. While other programs emphasize learning through interaction with others, the TEA program focuses on self learning with the indirect help of others in the group. An additional differentiating factor between the TEA and other training programs is in its approach to the object of learning. The objective of most group training programs is to create, within a short period of time, a strong group atmosphere, feelings and identity as its basic tool for creating change. The TEA program emphasizes the individuality of each participant as his own change agent. In spite of these differences, the findings of this study are similar to some extent to those of other training programs. This may present the possibility of regarding the TEA as an alternative program. In the opinion of this writer, however, the TEA is not, nor should it be regarded as an alternative program. The findings of this study and the clinical observations as presented in this chapter, clearly point to the potential of the TEA to become an introductory program to more intensified activities in human relations. This type of training is currently non-existent. The possible application of the TEA as an introductory program in human relations will be further discussed in the final chapter of the dissertation.

training programs base learning on an interaction between a small group of people in a residential setting during a relatively short period of time. The emphasis is on the creation of a cohesive group, the development of an atmosphere of trust, and the focus on present experiences. Personal feedback through interpersonal confrontations and encounters is seen as the major tool for personal learning and change. A trainer is present in most training situations for the main purpose of guiding the individuals through the activities. He does this through the use of affective learning exercises.

In spite of their popularity, group training programs are yet to prove their effectiveness. Research in this area is sparse and with the exception of very few studies, is rather inconclusive. It does, however, point to the possible potential of training, thus encouraging further experimentations.

TEA: Training for Effective Attending was developed with the purpose of helping individuals learn to relate to themselves more comfortably and relate to their environment in a more effective way. To accomplish this the TEA program provides units of affective learning exercises for individuals to explore their self-attending behaviors. Self-attending behaviors have been identified in terms of references to self, richness of verbal response and greater physical relaxation.

Deriving its theoretical formulation from existential thought and structural ingredients from existing group training programs, the TEA program differs from most other training entities in as much as it directly approaches the

The experimental design of the TEA required that groups will be established to compare the effect of training on participants. Using a non-equivalent control group design, the four independent studies with the TEA program predicted that there will be a significant difference between the experimental and control groups after training. It was expected that while the experimental groups will change in the direction of the stated hypotheses, no change will be demonstrated for the control groups.

Participants in the TEA program were recruited from the university population with the exception of one study in which participants were staff members of a day camp. The average age of the participants was 21 (25 males and 53 females).

The selection of measures of effectiveness for the TEA program took into account the proposition that no one criterion is adequate by itself and that the use of a number of criteria measures within each of the hypotheses would offer a more reliable evaluation of the effect of training upon each of the hypothesized variables. Five different measurements were therefore used in the study of the TEA program: the Adjective Check List (ACL); the Miskimins Self-Goal-Other Discrepancy Scale (MSGO); written descriptions of five minute silent movies; taped description of items in a room; and physical measurements administered by a student nurse.

Because of the nature of the research design, the major statistical analysis employed in this study was the analysis of covariance. Non-parametric tests were

issue of relationships with one's own self. Other training programs stress relations with others in the hope that as a result of training, the individual will feel more comfortable within himself. Hence, a focus in the TEA program is on individual activities using others in the group to supplement personal learning. It is a positive-oriented program in which all communications stress the strengths of the individual. A major contribution of the TEA program lies in its basic approach to the structuring of the training experience. The ingredients of its structure are as follows:

1. A gradual involvement of individuals with others.
2. A progression from "thing" orientation to "people" orientation.
3. A built-in evaluation index to guide the trainer.
4. Focus on the individual while structuring time for informal interpersonal developments.

In order to meet its basic objectives, affective learning exercises were collected from a variety of sources. The exercises were arranged in units and following experimentation, a few were adjusted and others were developed by the author. The decision to include any specific exercise was based on its theoretical or practical value to the specific objective under consideration.

The major premise of the study has been made operational by its delineation into specific hypotheses under the headings of: (1) improvements in reference to self; (2) richness of verbal response; and (3) greater physical relaxation.

employed for data for which the assumptions for the application of the analysis of covariance were rejected.

The central finding of the study was that the four experiments with the TEA program provided sufficient support for the major premise of the study. The major finding of the study was that all the hypotheses which had a direct relation to feelings about oneself and improvements in verbal response received strong support in all the experiments in which the measurements were applied. Two hypotheses which required a deeper level of change in references to self were rejected (abasement and total adjectives checked on the ACL).

In conclusion, it should be noted that the TEA program established its effectiveness as a specific training entity. It was tested in four settings and similar results were achieved in each case. It is important to note that in as much as the TEA program utilizes basic structural ingredients of the traditional T-group framework, specifically in terms of a small group interaction in a residential setting, and the positive orientation of the PEER program, the findings of this study seem to provide a partial support also to these training activities.

The major limitation of the TEA program lies in the area of the interpretation of the results. It is important to realize that all generalizations must be confined to the fact that the results were achieved a very short time after the completion of training. Generalizations should also be confined to the specific age group within which the experimentations took place.

SUGGESTIONS FOR FURTHER RESEARCH

The TEA program established the proposition that affective learning exercises do in fact contribute to specific learning in bringing about desired improvements in behavior. They also illustrated that this learning can be demonstrated through research. This, however, is only a first step. The experiments with the TEA program highlighted the fact that given the time required for meaningful interaction among individuals, the actual facility in which training takes place is secondary in importance. TEA also demonstrated that while units of exercises have a greater potential for achieving an impact upon the individual, they do not necessarily have to be presented as complete independent entities in order to achieve results. This is viewed especially after it was found that changes in the application of a specific exercise in the curriculum did not affect the final result of training. It would be interesting to investigate the possibility that the personality of the trainer also played an important role in influencing the results of the studies. This can be done simply by having a number of different individuals who will conduct the TEA program. These individuals can be trained to conduct TEA activities in a relatively short period of time.

Another area for future research is in the development of units of affective learning exercises which can demonstrate their effectiveness in reaching specific objectives. Some possibilities are:

1. Identification of specific goals.
2. Accumulation of a large number of exercises which have some relationship to the goal.
3. Experimentation with individual exercises in order to select the best and most promising ones.
4. Development of units of exercises.
5. Selection of measurements for the evaluation of the unit.
6. Experimentation with the units and adjustment in the exercises.

The above are relatively simple steps and depending on the availability of volunteers, they might prove to be a rather interesting research undertaking. The need for such an effort is becoming evident as the use of affective learning exercises is spreading.

APPLICATION OF THE TEA PROGRAM

One of the major values of the TEA program lies in the fact that it has demonstrated its effectiveness as a practical approach to training. In its theoretical formulation, the TEA viewed self-attending behaviors as pre-requisites for other-attending behaviors. As such the TEA program should not be viewed as an entity unto itself but much more as an introductory program to more intensified training in human relations. Clinical observations of developments within the training groups clearly point to the potential of TEA as an introductory program. In essence, these observations reveal that: (1) the exercises cover a

wide range of human behavior. This range includes recognition of feelings, differentiated observations, direct communications, and positive expressions. In an introductory program these areas can be discussed on any number of levels following the participation in the exercises. (2) As a result of participation in TEA a beginning formation of a positive group atmosphere may help the further creation of a feeling of trust which is required for learning through interpersonal encounters. The individual may tend to accept confrontations with others with a less threatening attitude than when involved in intense interpersonal situation with strangers. It is proposed that the above represent positive developments with the potential of enhancing learning in other training situations.

An additional reason for the inclusion of an introductory program such as the TEA to the training framework lies in the fact that it can serve as a diagnostic program for selection of individuals to participate in other activities. Such a program does not exist presently. Essentially the TEA program involves the individual in a variety of exercises which require different levels of personal involvement. The trainer observes the individuals and their reactions to the experiences. He may note excessive anxiety on part of a few participants. This anxiety shows itself by and large in the form of giggling, joking and resistance or hesitation to move into specific exercises. The trainer will then be able to evaluate this behavior and recommend the kind of future experience which might be most beneficial to the individual. On the other hand, the individual himself may feel threatened and decide not to continue with training following the TEA

experience. In this case he might do it without the accompanying feelings of failure.

APPENDICES

APPENDIX A

CURRICULUM AND EXERCISES

The author of the TEA program is the Assistant Executive Director of the Jewish Community Center, Springfield, Mass. A number of the exercises were developed together with the Group Work staff of the Center. Four studies were conducted with the TEA program. One, at the Y Country Day Camp, an activity of the Jewish Community Center, in Wilbraham, Mass. The second study, in September, 1969 with class members of the Strength Training session (section 6). The third study was conducted at the School of Education as a module credit experience in December, 1969, and the fourth study in February, 1970 with class members of a Strength Training class at the School of Education, University of Massachusetts.

THE EXERCISES

1. The ME Kit.

This is the first exercise used in the program. It is also used at the end of the training session. As the first exercise the ME Kit provides an introductory activity in thinking about oneself in different terms.

The participants are asked to draw a wheel with five spokes. On each spoke they are to write one thing, or object, that describes them best. Following the completion of this part, the participants are asked to select the one THING, or OBJECT, that is most representative of them and write five verbs which describe the thing, or object, best. They are asked to write the verbs in order of priorities. This exercise is not followed by any discussion. The participants hold on to the paper and do not share its contents with the others.

The same exercise is being used at the end of the program. At this point they compare the two papers and discuss the differences (if any) in small groups.

2. Ground Rule.

The Trainer asks the participants to form a circle, look at the floor, select an

item on the floor and focus on it. A few seconds later, the Trainer asks the participants to focus all their attention on how they feel physically. In his book, Joy, Dr. Schutz points out that tension has become for many people such a frequent state that they become unaware that they are tensed. The tension tends to decrease their opportunity for experiencing freely and fully. (pp. 36-37) The following exercise is a simple method which helps the participants experience physical tension and relaxation.

3. The Circle and the Head.

The Trainer asks the participants to walk in a circle. He then asks them to start tensing each part of their body starting with the head and ending with their toes.

After a few minutes, the Trainer asks the participants to start relaxing each part of their body starting with their toes, ending with their heads. The participants continue to walk and a few seconds later, the Trainer asks them to sit down, put their hands on the neck, exert a little pressure and turn their heads slowly.*

The authors of the book Gestalt Therapy point out that almost all persons in our society have lost the proprioception of large areas of their body. According to the authors, when it occurred it was the only means of suppressing intolerable conflict. (pp. 85-86) The issues which were then at stake, if now gradually re-introduced into awareness can be worked through on the basis which actually

*Experiments conducted by this writer with the first part of this exercise (The Circle), indicate that unless it is done very slowly and carefully it might cause various degrees of dizziness. The addition of the exercise with the head seems to correct this situation.

actually resolves and puts an end to the conflict. The authors propose that what was lost - one's power to manipulate himself and his environment in various constructive ways, to enjoy feelings and satisfactions now beyond the bounds of awareness - can be restored through remobilizing what are now "missing" parts of the organism. The exercise THE CIRCLE and the HEAD, through which the participant becomes familiar with feelings of physical tension in each part of his body, starts the process through which the person gains a greater awareness of his reactions. This is followed by another exercise through which more physical "details" are being explored.

4. Body Sensations I.

This exercise emphasizes the recognition of physical reactions of various parts of the body.

The Trainer asks the participants to sit straight in a chair, close their eyes and follow their thoughts for one minute.

The Trainer asks the participants to let the words go and become aware of how they feel, not how they think they feel or how they want to feel, but how they actually feel. He asks the participants to shift their attention to their feet and, without moving them in any way become conscious of what they are resting on.

(10 seconds) Participants are then asked to experience - feel the following areas of their body, (each area 15-20 seconds): feet, each of the toes, ankles, calves, knees, thighs, and buttocks.

Attention is now focused on the stomach, chest, back, the back of the chair, shoulders, arms, elbows, forearms, wrists, hands, each of the fingers, neck, lips, cheeks, nose, eyes, face, forehead, top of head, back of head and entire body.

5. Where Am I Now?

In this exercise, the participant continues to attend to his body in relation to "where he is," and becomes a more integral part of his environment. This time, however, he is asked to lie on the floor.

"Please close your eyes. You may feel slightly embarrassed or self-conscious, but once everybody has his eyes closed, note that the embarrassment is not located on the outside. It is not because someone else is looking, but because you are. The looking is an act of attention. Do not move or change your position; just be where you are. Now begin with your feet. Where are they? . . . What part of the foot is pressing on the floor? Are they touching each other? Are they alike, or quite separate and different? Wiggle your toes inside your shoes. Can you feel them? . . . Now, travel up to your knees and do the same thing. Are they crossed over each other? Is the back of either one or both touching the floor? If not, at what point do the back of the legs rest on the floor? . . . Travel along underneath and behind yourself. How much of you is touching the floor? . . . Go on to your back. Is it rounded or straight? Are you lying more on one side than the other? What are your arms doing? Where is each one? . . . Finally, how does your head feel? Can you feel it, or do you just know it is there? . . . Now try to be aware of yourself ALL AT ONCE. . . . Now open your eyes. (an adaptation of the Mary Whitehouse exercise.)

The participant is now focusing on further recognition of his own universe.

6. Personal Universe.

The Trainer tells the participants to mill around. After a minute or two he says:

As you walk. . . feel your aloneness. . . . Imagine that an envelope of air is surrounding you wherever you move. . . .

You are in the envelope. . . .

Stop and examine the inner surface of the envelope so you can find where the boundaries are. . . . now sit comfortably. . . .

close your eyes. . . . you are still in the envelope. . . . Grab yourself and assume the most secure position for yourself. . . . when you are there tune in to your ears and listen to what's going on around you. . . . (2 minutes).

You are in your own universe all alone. . . . you cannot move your body. . . . you will live in that universe for the next 50 years.

Explore your universe. . . . (8 minutes).

Think of a sound that is characteristic of your universe and slowly let it come out. . . . if you've been thinking of sound let it come out. . . . stronger. . . . (2-3 minutes)

Now say good-bye to your world and come back.

7. Trip Through the Senses.

The Trainer asks the participants to sit comfortably and close their eyes. He then says:

Feel your body. . . . now concentrate on your sense of touch.

In how many ways your body experiences touch. . . . Now open your eyes and use your fingers. Let them touch you. How many textures can you find?

Now say good-bye to touch and hello to smell. What smells do you pick up. . . . identify single smells. . . . and now combination of smells. . . . smell parts of your body. . . . the top of your hand. . . . does it smell differently from the back of your hand?

Arm?. . . . Now say good-bye to smell and focus on hearing. Put your hands on your ears. . . . Listen to the sounds of your body. And now. . . . your eyes.

Close your eyes tightly. . . . examine the blackness and lights inside your eye lids. . . .

And now. . . . Taste. How many tastes can you discover on your body?. . . .

8. How Do We Listen?

The Trainer asks the participants to focus on themselves as listeners. They are instructed to listen to the Trainer for a short period of time. The listener characteristics to observe include: The bodily position; where the eyes are focused; feelings of tension in the body; position and movement of the hands, mouth, teeth; how the stomach feels; and what is being thought about.

The last two exercises may produce an uncomfortable feeling. The participants were actively involved in identifying feelings and sensations without an opportunity to correct them. It is advisable at this point to repeat the exercise of BODY SENSATIONS in order to change the focus, yet offer an opportunity to return to what might be considered at this point, familiar grounds.

9. Body Sensations II.

This exercise re-emphasizes the recognition of physical reactions such as pains, aches, itches, etc. The participants are asked to let their attention wander through every part of their body. They are asked to "get in touch" with their various physical reactions, sense them, feel them, but not correct them.

Up to this point, the participant focused on the act of attending to separate reactions, feelings and sensations in various parts of his body. The following exercise teaches the participant to identify various combinations of sensations.

10. The Unique Thing: You.

The participants are asked to sit or lie down comfortably, aware of body sensations and motions (breathing, clutching, contracting the stomach, etc). They are then asked to try and identify any combinations or structures - things that seem to go together and form a pattern - among the various tensions, aches and sensations. The Trainer calls their attention to the fact that frequently people stop breathing and hold their breath. The participants are asked to note if tensions in their arms or fingers go with the holding of their breath. They are asked to note if there is a relationship between the holding of their breaths and straining their ears, or certain skin sensations, etc.

The first 10 exercises of the TEA program were devoted to help the participants become more comfortable with their "physical self." The program continues now to explore the interaction between the participant and his environment, focusing on the differentiation between "forced" and voluntary attending.

11. Stare!

The participants are given a pencil and are asked to stare fixedly at the pencil, trying to grasp the shape of the pencil by itself and nothing else. After a few minutes the participants become aware that the shape has become unclear and that they want to let their attention wander. They are asked to continue and stare at the pencil.

The participants are asked to identify their feelings as they stared at the pencil. The Trainer is now moving the focus away from the participants and asks them

to focus on:

12. What Does It Say?

The Trainer asks the participants to imagine that the pencil they were staring at is capable of feelings and is able to talk. Each participant is asked to write one sentence which will describe most accurately how the pencil felt as he was staring at it.

The participants share their reactions with others and follow it through with a discussion about the physical and social significance of the act of staring.

The participants note that as they let their gaze play around the shape they are looking at, always returning to it in the various backgrounds, the shape will be unified in these successive differentiations, will become clearer, and will be seen better.

13. The Chair.

The participants stare at a chair, noticing how it clarifies itself by dimming out the space and objects around it. They turn their attention to some nearby object and observe how the other object, in turn, begins to have quite a different background. Repeating the same procedure as in the case of the pencil, the Trainer asks the participants to identify their reactions to this different mode of staring and then to write and share their reactions to: WHAT DID THE CHAIR SAY? The participants then compare their notes and reactions of the pencil and the chair. While "forced" attending produces various uncomfortable

sensations, "voluntary" attending is accompanied by a certain degree of inner excitement. The participant discovered that both sensation and excitement are being perceived as such by the sensitive other. Yet awareness of the impact of one's behavior as perceived by the other does not necessarily mean that one is free enough to change his behavior. The program focuses now on the exploration of the skill of voluntary attending.

14. The Unique Thing: Pencil.

The participants are given pencils of the same color, shape and size. They are expected to observe their pencils and each member is supposed to discover the unique characteristics of his own pencil. After a few minutes, the Trainer mixes all the pencils together in a box and asks each participant to pick up his own pencil.

What seems to be an impossible task in the beginning turns out to be an exciting experience as the participant learns that he can actually do it. He also learns that everything (and everybody) has something unique about it (or him), and that all that he has to do is just tune in to this fact and set his mind to find it. The participant also learns that the continuously shifting figure and ground (as he looks at the pencil) will sharpen his appreciation for the differences between staring and looking, between "dulling" and alive participation.

The pencil, because its properties, qualities and importance, are shared by so many other objects, is not an object which can give rise to limitlessly rich, spontaneous concentration of fascination. On the other hand, a painting, or

music, seem more unique in their "thisness" and in their properties and functions.

With them one gets into "closer contact," and it is less easy to abstract.

As the participants observe the pencil and study it, the Trainer may note that someone, or more than one, makes a special mark on their pencils. In a success oriented environment, failure to achieve means different things to different people. Failure to achieve in front of others, or the projected possibility of such a failure, perceived as a personal inadequacy may lead the person to act in such a way that will produce various levels of guilt in him. The Trainer, sensitive to this phenomena may decide to help the individual by confronting the group in a direct way and then recognizing the fact that people will tend to mark the pencil especially during the first time they participate in the exercise. The Trainer may also want to promote a group discussion about the meaning of marking the pencil, leading the discussion away from the personal meaning to environmental pressures which contribute to, or promote the personal behavior.

The group moves now to a more difficult form of attending to uniqueness of things.

15. The Unique Thing: Orange.

In this exercise, each participant is given an orange. The participants learn to identify their specific orange using their senses of smell and touch.

A discussion may follow, comparing sensations and behaviors with the first exercise of the pencil.

Up to this point the participants were engaged in exercises which focused on recognition and identification of various feelings and sensations. Before moving to additional exercises the Trainer guides them through:

16. How Do We Listen?

Repeat Exercise 6.

The difference is that the participants are asked to correct their position as soon as they identify an uncomfortable sensation. This becomes a new ground rule, and from this point on participants are asked to be aware of their total physical and emotional sensations and try to change (whenever the need arises) until finding a point where they are most comfortable and relaxed in any given situation.

17. The Unique Thing: Painting.

The participants learned to isolate and identify their body sensations. Using the same approach, they now learn to observe a painting. Reversing the process of forming a judgement or an understanding through a fixation on the theme, or the general design, of the painting, the participants observe the various patterns and outlines and only at the end, they look at the story or scene which is portrayed in the painting.

The participant will become aware of the painting with a different level of concentration. Later he may discover that he no longer needs to follow the "painful" process of taking the painting apart and putting it together and that he is aware of the painting with a spontaneous concentration. This single, immediate

grasp of the differentiated unity may mean that he is in contact with the painting. The participants repeat the exercise, and this time with music. This new exercise conveys a different level of sensation.

18. The Unique Thing: Music.

The participants first isolate the appearance of a single instrument. They pay attention to the melody only. They detect what seems to be the melody and what seems to be the accompaniment. They then focus on being in touch with the music as a totality.

Pencils, oranges, paintings and music are unique in their own rights. They create different levels of excitement, fascination and feelings. They are, however, only THINGS.

Before ending the first day of the training program the participants are also introduced to an exercise where the focus is on awareness of the uniqueness of people.

19. Attend!...Now Change!

Attending completely to an object, or a person, is an art which many young children master. Most parents become aware of this when they try to call their child when he is attending to his toy, or "glued" to the television set. It is naturally very difficult for the child to shift gears to another item, especially if he was completely attentive to the previous item. This is also true for adults. The following exercise illustrates this point. The participants are asked to

attend to music. A few minutes later, the music stops. The participants form dyads, as they sit, and one of the members is asked to attend completely to the other as he talks about something that happened to him that day.

20. Let Us Draw A Person!

The participants are divided into small groups of 3 or 4 in each. Each group is instructed to draw a picture of a person whose characteristics are those of the members of the group. This is a group picture and the members have to decide whose characteristics they will draw in what part of the picture. The emphasis is on a positive interaction and the focus is on the strength of the individuals as perceived by the others. The Trainer must keep in mind the fact that the selection of a single characteristic of a person involves feelings and attitudes. As such, the Trainer must not set a time limit for this exercise thus allowing for a full interaction to take place. For example: in selecting the eyes of an individual to be representative of the group, the participants react not only to the color but also to the shape, size and most importantly, to their own perception of what the eyes project, such as warmth, anger, aloofness, etc. The first day of the training program ends with two exercises in which the participants become gradually more involved in their environment.

21. Relax!. . . The Room Is Sleeping.

The participants are asked to find a place, sit, lie, lean, etc., and make themselves as comfortable as possible. The lights are dimmed. The participants

are asked to remain in absolute silence trying to listen to the noises in and outside of the room. While doing so they are to deal with every uncomfortable sensation they feel until they can attend fully to the room.

22. The Trip.

The participants remain in the same position. The Trainer turns on the record player. The participants "go on a trip" with soft music. It is recommended that the Trainer use the same record he used in Exercise 16 (The Unique Thing: Music). The familiarity of the music speeds the involvement of the participant in the exercise.

The Trainer should not be surprised to find a few participants actually sleeping.

END OF THE FIRST DAY OF THE TEA PROGRAM.

SECOND DAY

The program starts with four relaxation and personal attending exercises.

1. The Circle and the Head.

2. Relax!

A. Jacobsen's Relaxation Techniques

Relaxation of Arms (Time: 4-5 minutes)

Settle back as comfortably as you can. Let yourself relax to the best of your ability. . . Now, as you relax like that, clench your right fist, just clench your fist tighter and tighter and study the tension as you do so. Keep it clenched and feel the tension in your right fist, hand, forearm. . . and now relax. Let the fingers of your right hand become loose, and observe the contrast in your feelings. . . . Now, let yourself go and try to become more relaxed all over. . . . Once more, clench your right fist

really tight. . . hold it, and notice the tension again. . . .
 Now let go, relax; your fingers straighten out, and you
 notice the difference once more. . . . Now repeat that with
 your left fist. Clench your left fist while the rest of your
 body relaxes; clench that fist tighter and feel the tension. . .
 and now relax. Again enjoy the contrast. . . . Repeat that
 once more, clench the left fist, tight and tense. . . . Now
 do the opposite of tension - relax and feel the difference.
 Continue relaxing like that for a while. . . . Clench both
 fists tighter and tighter, both fists tense, forearms tense,
 study the sensations. . . and relax; straighten out your fingers
 and feel that relaxation. Continue relaxing your hands and
 forearms more and more. . . . Now bend your elbows and
 tense your biceps, tense them harder and study the tension
 feelings. . . all right, straighten out your arms, let them
 relax and feel that difference again. Let the relaxation
 develop. . . . Once more, tense your biceps; hold the tension
 and observe it carefully. . . . Straighten the arms and relax;
 relax to the best of your ability. . . . Each time, pay close
 attention to your feelings when you tense up and when you
 relax. Now straighten your arms, straighten them so that you
 feel most tension in the triceps muscles along the back of your
 arms; stretch your arms and feel that tension. And now relax.
 Get your arms back into a comfortable position. Let the
 relaxation proceed on its own. The arms should feel comfortably
 heavy as you allow them to relax. . . . Straighten the arms
 once more so that you feel the tension in the triceps muscles;
 straighten them. Feel that tension. . . and relax. Now let's
 concentrate on pure relaxation in the arms without any tension.
 Get your arms comfortable and let them relax further and
 further. Continue relaxing your arms even further. Even when
 your arms seem fully relaxed, try to go that extra bit further;
 try to achieve deeper and deeper levels of relaxation.

Relaxation of Facial Area with Neck, Shoulders, and Upper Back (Time: 4-5 min.)

Let all your muscles go loose and heavy. Just settle back quietly
 and comfortably. Wrinkle up your forehead now; wrinkle it
 tighter. . . . And now stop wrinkling your forehead, relax and
 smooth it out. Picture the entire forehead and scalp becoming
 smoother as the relaxation increases. . . . Now frown and crease
 your brows and study the tension. . . . Let go of the tension
 again. Smooth out the forehead once more. . . . Now, close

your eyes tighter and tighter. . . feel the tension. . . and relax your eyes. Keep your eyes closed, gently, comfortably, and notice the relaxation. Now clench your jaws, bite your teeth together; study the tension throughout the jaws. . . . Relax your jaws now. Let your lips part slightly. . . . Appreciate the relaxation. . . . Now press your tongue hard against the roof of your mouth. Look for the tension. . . . All right, let your tongue return to a comfortable and relaxed position. . . . Now purse your lips, press your lips together tighter and tighter. . . . Relax the lips. Note the contrast between tension and relaxation. Feel the relaxation all over your face, all over your forehead and scalp, eyes, jaws, lips, tongue and throat. The relaxation progresses further and further. . . . Now attend to your neck muscles. Press your head back as far as it can go and feel the tension in the neck; roll it to the right and feel the tension shift; now roll it to the left. Straighten your head and bring it forward, press your chin against your chest. Let your head return to a comfortable position, and study the relaxation. Let the relaxation develop. . . . Shrug your shoulders, right up. Hold the tension. . . . Drop your shoulders and feel the relaxation. Neck and shoulders relaxed. . . . Shrug your shoulders again and move them around. Bring your shoulders up and forward and back. Feel the tension in your shoulders and in your upper back. . . . Drop your shoulders once more and relax. Let the relaxation spread deep into the shoulders, right into your back muscles; relax your neck and throat, and your jaws and other facial areas as the pure relaxation takes over and grows deeper. . . deeper . . . ever deeper.

Relaxation of Chest, Stomach, and Lower Back (Time: 4-5 min.)

Relax your entire body to the best of your ability. Feel that comfortable heaviness that accompanies relaxation. Breathe easily and feely in and out. Notice how the relaxation increases as you exhale. . . as you breathe out just feel that relaxation. . . . Now breathe right in and fill your lungs; inhale deeply and hold your breath. Study the tension. . . . Now exhale, let the wall of your chest grow loose and push the air out automatically. Continue relaxing and breathe feely and gently. Feel the relaxation and enjoy it. . . . With the rest of your body as relaxed as possible, fill your lungs again. Breathe in deeply

and hold it again. . . . That's fine, breathe out and appreciate the relief. Just breathe normally. Continue relaxing your chest and let the relaxation spread to your back, shoulders, neck and arms. Merely let go. . . and enjoy the relaxation. Now let's pay attention to your abdominal muscles, your stomach area. Tighten your stomach muscles, make your abdomen hard. Notice the tension. . . . And relax. Let the muscles loosen and notice the contrast. . . . Once more, press and tighten your stomach muscles. Hold the tension and study it. . . . And relax. Notice the general well-being that comes with relaxing your stomach. . . . Now draw your stomach in, pull the muscles right in and feel the tension this way. . . . Now relax again. Let your stomach out. Continue breathing normally and easily and feel the gentle massaging action all over your chest and stomach. . . . Now pull your stomach in again and hold the tension. . . . Now push out and tense like that; hold the tension. . . . once more pull in and feel the tension. . . . Now relax your stomach fully. Let the tension dissolve as the relaxation grows deeper. Each time you breathe out, notice the rhythmic relaxation both in your lungs and in your stomach. Notice thereby how your chest and your stomach relax more and more. . . . Try and let go of all contractions anywhere in your body. . . . Now direct your attention to your lower back. Arch up your back, make your lower back quite hollow, and feel the tension along your spine. . . . and settle down comfortably again relaxing the lower back. . . . Just arch your back up and feel the tensions as you do so. Try to keep the rest of your body as relaxed as possible. Try to localize the tension throughout your lower back area. . . . Relax once more, relaxing further and further. Relax your lower back, relax your upper back, spread the relaxation to your stomach, chest, shoulders, arms and facial area. These parts relaxing further and further and further and ever deeper.

Relaxation of Hips, Thighs and Calves followed by Complete Body Relaxation.

Let go of all tensions and relax. . . . Now flex your buttocks and thighs. Flex your thighs by pressing down your heels as hard as you can. . . . Relax and note the difference. . . . Straighten your knees and flex your thigh muscles again. Hold the tension. . . . Relax your hips and thighs. Allow the relaxation to proceed on its own. . . . Press your feet and toes downwards, away from your face, so that your calf muscles become tense. Study that

tension. . . . Relax your feet and calves. . . . This time, bend your feet towards your face so that you feel tension along your shins. Bring your toes right up Relax again. Keep relaxing for a while. . . . Now let yourself relax further all over. Relax your feet, ankles, calves and shins, knees, thighs, buttocks and hips. Feel the heaviness of your lower body as you relax still further. . . . Now spread the relaxation to your stomach, waist, lower back. Let go more and more. Feel that relaxation all over. Let it proceed to your upper back, chest, shoulders and arms and right to the tips of your fingers. Keep relaxing more and more deeply. Make sure that no tension has crept into your throat; relax your neck and your jaws and all your facial muscles. Keep relaxing your whole body like that for a while. Let yourself relax.

Now you can become twice as relaxed as you are merely by taking in a really deep breath and slowly exhaling. With your eyes closed so that you become less aware of objects and movements around you and thus prevent any surface tensions from developing, breathe in deeply and feel yourself becoming heavier. Take in a long, deep breath and let it out very slowly. . . . Feel how heavy and relaxed you have become.

In a state of perfect relaxation you should feel unwilling to move a single muscle in your body. Think about the effort that would be required to raise your right arm. As you think about raising your right arm, see if you can notice any tensions that might have crept into your shoulder and your arm. . . . Now you decide not to lift the arm but to continue relaxing. Observe the relief and the disappearance of the tension. . . .

Just carry on relaxing like that. When you wish to get up, count backwards from four to one. You should then feel fine and refreshed, wide awake and calm.

B. Sense Relaxation

What is Life All About

JOY mystery experience feeling awareness alive LOVE

NOT: excessive-words-anxiety-tension-deadness

to continually be tense is DIS/ease

Tension does not come from outside you; it is something that you produce.

Excessive TENSION is a non-verbal message from your body asking you to become more receptive, permissive, and to let go and relax. RELAX

NOW listen

After reading the following instructions take your time and carry them out.

Sit straight, not rigid in a chair. Close your eyes and follow your thoughts for 1 minute. Then let the words go and become aware of how you feel, not how you think you feel but your actual feelings and sensations as they are in the next minute. Now shift your attention to your feet and without moving them in any way become conscious of what they are resting on. Then take 15-20 seconds to feel-experience (rather than think or imagine) the following areas of your body: your feet, each of your toes (without moving them), the top of your feet, your ankles, calves, knees, thighs, buttocks, the chair that is supporting you; your stomach, chest, back, the back of the chair; your shoulders, arms, elbows, forearms, wrists, hands, each of the fingers; your neck, lips, cheeks, nose, eyes, face; forehead, top of the head, back of your head: your entire body. Experience your breathing, the sounds in the room and how you feel right now and then slowly open your eyes.

Now close your eyes and slowly bring your hands towards your face; the heels of your hands come to rest on the cheeks, the palms cover the eyes, the fingers rest over the forehead.

Stay with your eyes covered for 1 minute; be sensitive to your eyes and the inside of your head; feel how things are there; without creating any changes, just allow whatever wants to occur. Slowly take your hands away, experience how you feel and open your eyes.

3. Body Sensations II

(Participants are asked to change their position and correct every uncomfortable physical reaction they sense.)

4. How Do We Listen?

Participants are familiar with the exercises. They now move on to additional aspect of attending behavior.

5. Let's Draw A Person and Listen To Him.

The reader will recall that when the participants draw a person the first time, they focused primarily on the selection of the various characteristics representing them in the form of a picture. Remaining in the same groups as in the first exercise, each group is now asked to record a 2 minute presentation reflecting the feelings of the person they drew. The group then listens to the presentations. They discuss the various interpretations and then focus on trying to identify the voices reading the presentations. The Trainer may encourage each group to select a representative to tape their group reaction, or make sure that each member participates in the taping. As the participants listen to the tapes and try to identify whose voice they hear, they are also encouraged to pay attention to the feelings created in them as they listen to the voices.

6. It's Someones Voice.

The Trainer talks for five minutes. He asks the participants to identify how his

voice sounds to them, and then to deal with their own emotional reactions to the particular qualities of the voice. Exploring this area thoroughly, the participants then discuss the emotional background in the other person which produces the particular qualities in his voice. This exercise leads the participants to the exploration of their own voices.

7. It's Your Own Voice!

The participants are asked to form small groups of 3 or 4 members in each. Each member of the group is asked to talk for one minute about anything he wishes. The one minute presentations are tape recorded. The participants then listen to their own voices, share their reactions with, and receive feedback from others in their small groups.

This exercise may help the participants gain a more realistic concept of how they project themselves, and how they are being perceived, as they talk to others. Incorporating now all that they learned in relation to their physical and emotional attentiveness, the participants test their realities in the following exercise.

8. How Do We Attend?

The Trainer asks one of the members to talk to the group for about two minutes. He asks the participants to attend completely to the speaker. Following the presentation, the Trainer asks the participants to sit comfortably, close their eyes and identify the positive reactions they had to the speaker's presentation. They are then asked to identify any negative reactions they felt. The focus of

the identification is their own reactions and feelings, not on the speaker.

The discussion focuses on the meaning of reactions to another with the emphasis on the need for an empathic understanding in place of projective judgement.

Experiencing meaning through different voice inflections and evaluating alternatives to understanding and consequently, to reacting, is a crucial part in relationships.

The following exercise allows for further involvement and discussion.

9. Read That Letter. . . .Again!

The participants form small groups of 3 or 4 members in each. They read a letter, or parts of a play, etc. , which deals with interaction between people.

Members of each group read the material with different tones of voice. Others identify the inflections and discuss their meanings to both speaker and listener alike. The focus of the discussion is on why people tend to react to what they want to hear.

The letter can be from a child in college to his parents, a short interaction between a father and a son, a mother and a daughter, etc. The Trainer may find it advisable to ask the participants to write their own "thing" and use it in this exercise rather than bringing a prepared reading to the session. Attending to another person means acquiring the skill of being WITH and staying WITH the other person during the time of the interaction with the other person. This is done both verbally and physically at the same time. The next exercise focuses on the practice implementation of both.

10. The Magic Circle.

The Trainer discusses with the participants the meaning of physical and verbal attending. The participants form dyads and for the next 10 minutes communicate with one another, each in turn taking the role of the attending person. The other reflects to the attending person how he is being perceived by him.

11. The Mirror Talks Back.

Although an integral part of the previous exercise, this part demands a great deal of concentration and ability to communicate positively needed changes in the other's behavior. The person who plays the role of the Mirror focuses continuously on the identification of his own feelings and reactions and verbalizes them.

This part of the exercise is to be continued until a full communication has been established between the two people. The Trainer should move from one dyad to the other and offer his direct help wherever he feels it is needed. The success of this exercise depends by and large on the degree of trust which was developed between the participants during the training period. The participant should be ready by now to get involved in this level of relationships with his peers, and accept their comments and suggestions as attempts at helping him function more effectively as an attending person. The last four exercises of the TEA program test this assumption but first exposes the participant to the area of positive communication.

12. Strength Bombardment.

In this exercise, each member takes a turn in which he spends: (a) three minutes telling others of his strength, and (b) listening for five minutes as the other group members tell him what they see about him which is good and strong.

In order to evaluate the possible impact of the program on the individual's concept of himself the participants are asked to repeat the first exercise they engaged in during this program:

13. The ME Kit.

Same as exercise 1 in the first day of the training program. The participants compare their notes. They form two groups and discuss with the others any changes in their perceptions.

The last exercise of the TEA program allows the participants to test their perceptions of their behavior as it is perceived by others in the group.

14. The Facilitator.

Each member receives an open-ended questionnaire which includes 10 items:

1. My voice is. . .
2. I am liked by my friends because. . .
3. The things my friends don't like about me are. . .
4. I show people I care by. . .
5. I feel people care for me when they. . .
6. When I talk I. . .
7. When I listen I. . .
8. People listen to me because I. . .
9. People don't listen to me when I. . .
10. I show my feelings by. . .

The participants form dyads. One responds to the questions as they relate to him. The other member of the dyad feels the questionnaire as it relates to the first person. They then compare notes and discuss various discrepancies.

After the exercise was completed, participants change partners and repeat the procedure.

15. Sense Relaxation.

(Repeat exercise 2b.)

16. The Trip.

APPENDIX B

PARTICIPANTS BY SEX AND AGE

Study	<u>EXPERIMENTAL GROUPS</u>					<u>CONTROL GROUPS</u>				
	Males		Females		Total	Males		Females		Total
	N	\bar{x} age	N	\bar{x} age		N	\bar{x} age	N	\bar{x} age	
June, 1969	3	18	10	18.9	13 18.4	2	18.5	5	19	7 18.7
Sept., 1969	2	22	8	21.4	10 21.7	3	22.7	8	21.4	11 22
Dec., 1969	6	21.1	5	19.8	11 20.4	3	20	4	22.5	7 21.2
Feb., 1970	1	26	6	24.1	7 25	2	23.5	7	20.3	9 21.9
TOTAL	12*	21.7	29	21	41 21.3	10	21.1	24	20.8	34 20.9

*Experimental groups included additional participants (3) whose ages were: 33, 44 and 46, (1 female, 2 males).

Total participants: 78
Males 24
Females 54

APPENDIX C

PUBLICITY

(Ad appeared in the Collegian, December, 1969)

Name: Shimson Zeevi

Title: Training for Effective Attending (TEA)

Description: A two day marathon training program in human relations. the TEA program is composed of affective learning exercises designed to help the participants explore basic areas of effective relationships. The program is conducted in small groups. Registration is open to all interested students. The TEA program will be of particular interest to, and is recommended for all students interested in: Humanistic Education, Strength Training, Supervision and Microcounseling. Those interested may sign up in Al Ivey's office or in the Center for Humanistic Education (2nd floor, Montague), November 17 to 22. Training sessions will be held for groups on the weekends of Dec. 6 and 7, 13 and 14. Group assignments will be made at a general meeting on November 25, 7 p.m. room 128. . . 12 modules.

APPENDIX D

MISKIMINS SELF-GOAL-OTHER DISCREPANCY SCALE (MSGO)

163

Name _____ Date _____ Sex _____
 Birthdate _____ Age _____ Marital Status: S M Sep D W
 Occupation _____ Education _____ Examiner _____

INSTRUCTIONS: PLEASE READ CAREFULLY

The purpose of this questionnaire is to measure your ideas about important areas of living. You will be asked to rate yourself, according to your own experience and feelings, on a total of twenty items. Each of these items is simply a pair of opposite words, such as "good—bad", on which you will be required to give your standing by placing yourself nearer to "good", nearer to "bad", or somewhere in between. You will be asked to look at each pair of word-opposites in three different ways. These are:

1. **SELF Concept (SC)** — This is defined as the way in which you see yourself, or how you would describe your own experience and feelings. Thus, if you were dealing with the opposite words "good—bad", you would have to decide WHERE YOU ARE on the scale between "good" and "bad".
2. **GOAL Self Concept (GSC)** — This is defined as how you would most like to be. Thus, if you were dealing with the opposites "good—bad", you would have to decide WHERE YOU WANT TO BE on the scale between "good" and "bad".
3. **Perceived Responses of OTHERS (PRO)** — This is defined as how you think other people see you. For the opposites "good—bad", you would have to decided WHERE OTHERS SEE YOU on the scale, nearer to "good" or nearer to "bad" or somewhere in between.

SAMPLE ITEM

The following pair of opposite words, "hard working—lazy", are provided as an example. Consider these word-opposites and rate yourself in the three ways described above—SELF (SC), GOAL (GSC), and OTHERS (PRO).

		1	2	3	4	5	6	7	8	9		
A. Hard-working	SC										SC	Lazy
	GSC										GSC	
	PRO										PRO	

First, for the SC rating—make an X in one of the squares on the first line to indicate where you see yourself as belonging between "hard working" and "lazy". Second, for the GSC—place yourself on the second line of the scale (labeled GSC on both ends) according to where you would most like to be, between "hard working" and "lazy". And thirdly, for the PRO rating—place an X in a square on the third line (labeled PRO) according to where you think other people might rate you as being between "hard working" and "lazy". Now you should have a total of three ratings for the sample item, an X on each line (SC, GSC, and PRO).

If you have any questions at this point, please ask the examiner for help!

SC (SELF)—Where you are on the scale.

GSC (GOAL)—Where you want to be on the scale.

PRO (OTHERS)—Where others see you on the scale.

		1	2	3	4	5	6	7	8	9		
1. Intelligent	SC										SC	Ignorant
	GSC										GSC	
	PRO										PRO	
2. Creative and Original	SC										SC	Not Creative and Original
	GSC										GSC	
	PRO										PRO	
3. Physically Attractive	SC										SC	Physically Unattractive
	GSC										GSC	
	PRO										PRO	
4. Successful In Life	SC										SC	Unsuccessful In Life
	GSC										GSC	
	PRO										PRO	
5. Competent For Many Jobs	SC										SC	Not Fit For Any Job
	GSC										GSC	
	PRO										PRO	
6. Friendly and Warm	SC										SC	Unfriendly and Cold
	GSC										GSC	
	PRO										PRO	
7. Prefer Being With People	SC										SC	Prefer Being Alone
	GSC										GSC	
	PRO										PRO	
8. Good Relations With the Opposite Sex	SC										SC	Poor Relations With the Opposite Sex
	GSC										GSC	
	PRO										PRO	
9. Socially Skillful	SC										SC	Awkward Socially
	GSC										GSC	
	PRO										PRO	
10. Concerned For Others	SC										SC	Not Concerned For Others
	GSC										GSC	
	PRO										PRO	
11. Happy	SC										SC	Sad
	GSC										GSC	
	PRO										PRO	
12. Relaxed	SC										SC	Tense
	GSC										GSC	
	PRO										PRO	
13. High Self-Confidence	SC										SC	Lack Self-Confidence
	GSC										GSC	
	PRO										PRO	
14. Handle Personal Problems	SC										SC	Can't Handle Personal Problems
	GSC										GSC	
	PRO										PRO	
15. Alert and Active	SC										SC	Dull and Lifeless
	GSC										GSC	
	PRO										PRO	

Before proceeding to numbers 16 through 20, carefully read the instructions given below:

The final part of the test allows you to construct pairs of opposites which are IMPORTANT TO YOU, but have not been handled or mentioned on a previous scale. Simply build pairs of opposites which are related to your own personal experience and feelings and then rate them in the same three ways, SC, GSC, and PRO. Be sure to put the more favorable opposite (as you see it) on the LEFT-HAND side of the scale.

If you have any questions at this point or find it very difficult to think of words to use for these last items, please ask the examiner for help!

SC (SELF)—Where you are on the scale.

GSC (GOAL)—Where you want to be on the scale.

PRO (OTHERS)—Where others see you on the scale.

		1	2	3	4	5	6	7	8	9		
16.	SC										SC	
	GSC										GSC	
	PRO										PRO	
17.	SC										SC	
	GSC										GSC	
	PRO										PRO	
18.	SC										SC	
	GSC										GSC	
	PRO										PRO	
19.	SC										SC	
	GSC										GSC	
	PRO										PRO	
20.	SC										SC	
	GSC										GSC	
	PRO										PRO	

If there are any comments you would like to make regarding any part of this examination, please do so below:

APPENDIX E

The Adjective Check List

by

HARRISON G. GOUGH, Ph.D.

University of California (Berkeley)

Name Age Sex

Date Other

DIRECTIONS: This booklet contains a list of adjectives. Please read them quickly and put an **X** in the box beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and check those adjectives which describe you as you really are, not as you would like to be.



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APPENDIX F

TEA; TRAINING FOR EFFECTIVE ATTENDING

INSTRUCTIONS

IN A FEW MINUTES YOU WILL SEE A SHORT MOVIE.

THE MOVIE INCLUDES SCENES SHOWING PEOPLE

ENGAGING IN A NUMBER OF ACTIVITIES.

THIS IS A SILENT MOVIE.

FOLLOWING THE MOVIE YOU WILL BE ASKED TO

DESCRIBE ALL THAT YOU HAVE SEEN IN THE MOVIE.

THANK YOU.

APPENDIX G

CODING INSTRUCTIONS

The enclosed are written reactions of people to various situations. Please read each of them carefully and circle all the words, or sentences, which display emotion or affect, either positive or negative.

Examples of emotion, or affect producing words are:

Beautiful; Nice; Happy; Glad; Ugly; Great;

Oh my God; I feel pain; Playfully; Good time;

Tense; Blank expression; Pathetic; etc.

You will receive four reports at a time.

Thank you for your cooperation.

MOVIE (Control)

Pre (10)

The scene was rather cosmic in nature. It seemed to deal with an adult (woman in particular) that had some problem she couldn't handle. She was looking for advice from an unsympathetic male who looked like he was going to give her some hard straight answers. The woman that walked out might have been part of the scene with the man.

The children looked normal and happy eating their cereal.

The guy seems to wonder how people get into the fixes they do.

Post (53)

The first noticeable thing was the separation of the sexes: boys played chess, girls danced, men made sport and women cooked. Second thing I noticed was as the film started there was a meeting going on involving something like "youth council" and all the members were adults.

Third, as the women were cooking, not only was there a sex separation from the male but also a distinct job separation.

There was an absence of youthful people at the community center. The whole institution was too concrete, people looked inflexible.

Pre (12)

Film began with a man speaking to an older woman - his mother perhaps. He seemed to be asking her something. She left his presence and he goes into the kitchen where his wife is with her two young sons. The boys are eating shredded wheat. The parents leave the kitchen and go back into the dining room where they have a "discussion." Then the older woman comes back through the room wearing a hat and a coat ready to leave. The gentleman leaves his wife and goes over to his mother probably trying to convince her to stay. It is very probable that the two women don't want to remain in the same house together.

Post (55)

Two girls discussing some sort of note. Run to chase a girl who takes the note away.

Children were running in the background.

Short view of a meeting of a children's welfare committee.

Game of handball.

Two young men playing chess.

Women cooking in a large kitchen perhaps for a banquet. Three were helping - and one other (perhaps a supervisor) comes in. Two of these women and one gentleman begin to dance around the work table.

Pre (49)

I remember being the onlooker at several different events. I began by approaching a classroom. The, in succession, witnessed a chess game, a handball match, a cooking class, and lastly an old woman who seemed upset. I could only see the door of the classroom, and therefore could not discover what was inside. However, the handball match afforded me the opportunity to watch competitive glee at work as each player tried to win. The handball match was again a contest, but one which seemed much less personal (perhaps facial expressions are the key here, but one could not see the faces of the players). The cooking class seemed like a lot of fun for the old people who participated. Hope it was. Lastly, the old woman who was upset seemed as though she was trying to either implore her son on his behalf or hers. (Hard to tell which. I assume on his behalf.)

Post (92)

We began by approaching a classroom. Only to be switched to a chess game. The participants seemed to be enjoying themselves, taking great delight in a move which handicapped the other player. This competitive glee was transformed into another kind of competitive spirit the handball match. This did not seem quite so competitive, perhaps because we could not see the faces of the players. The old age home was next. The Jewish Community Center seemed to be a place where one had a lot of fun. However, there seems to be a fly in the ointment for one of

the participants. She is seen speaking to her son about a problem. Perhaps having to do with living with her son and his family. Things don't seem to be working out, therefore she decides to seek advice with one of the directors of the community center. Hopes the problem works out.

Pre (38)

I saw a man and a woman in a living room sitting on a couch talking. At first they said something about old times. Then the woman got upset and they got up and moved toward the door. At the door she was upset. He said it would be all right and kissed her on the cheek and left.

While this was going on, somewhere else in the world a man was eating lunch beside a blond woman at a lunch counter in a 5 & 10 cent type store. He had a hat on and looked to be bald. She must have mentioned her hair, as he reached behind himself to grab a tube of Alberto VO5 for her. It turned out he was the manager.

Also, the Newlywed Game was just beginning. There were four male contestants all of whom had no score. They were just answering questions about their wives, one of the men was a negro. The question asked must have been funny, as the men were smiling.

Post (81)

I saw two nurses at the admitting desk in a hospital. One nurse was talking on the phone, the other through a microphone on an intercom system. A doctor came to the desk. Then it switched to a powerful scene in another room (probably a waiting room) at the hospital. A man in a white trench coat was talking to a woman - presumably his wife. They were upset.

On the Dating Game, the girl had just finished asking a question and bachelor number one was answering. He has a beard and glasses. They were rimmed.

I saw another powerful (possibly) scene (in another soap opera) between a man and his wife. They were upset.

The T. V. ended up on an ad for Cold Power.

Pre (42)

While watching a silent soap opera, I saw a man and a woman sitting on a couch talking. They seemed to be discussing some problem they both shared. The woman especially seemed bothered by the entire situation. Later the young man left after giving this woman a kiss on the cheek - yet she still remained troubled about something. Just in time to catch a VO5 commercial. The situation was a heavy older man and a blond. Both were sitting at a restaurant. The woman applies the VO5 hair conditioner and turns into a dazzling beauty - then a flash of the VO5 hair conditioner.

Finally, I saw some shots of 4 different male newlyweds who were smiling throughout the entire time I watched this program.

Post (85)

First I saw two nurses in hospitals, talking on the telephone. They appeared rather anxious - perhaps there had been an accident or something.

Then I saw the Dating Game - one girl was questioning three guys one of these guys seemed especially involved in what he was saying - his hands and arms were moving sporadically and he seemed to be bouncing up and down in his seat.

Finally, I saw another soap opera - a young man and an older woman were talking.

MOVIE (Experimental)

Pre (7)

The film opened with the man - presumably the father, talking with his mother or an older lady who had come to visit. He then went into the kitchen to say good morning to his sons who were eating shredded wheat and made believe that everything was fine. The kids didn't know what was happening. Then he took his wife into the living room where they had an argument over what she had done to make his mother so angry and how she could be so stupid. He tried to convince grandma to stay and have some breakfast, but she already had her coat on and was halfway out the door. Finally, she left. The film closed with a closeup of the mother who didn't seem sure whether to laugh or cry.

Post (50)

Three girls running with a line of adults watching on a bench. They were all excited. The adults looked pretty bored.

Conference room of men and women at a long table behind glass doors of a children's welfare program.

Man and son - or a young boy - playing chess. The older man thinks he has outsmarted the younger with a clever move, but the boy finds an even better move himself and the elder shakes his head in a kind of disbelieving and amused way.

Two men working out in a gym playing handball - they don't seem to be getting tired.

Ladies working in the kitchen. The announcer enters and tries some of their food. It looks like it tastes awful but he is telling them that it is good. The women are all trying to look busy. One woman is only straightening out the utensils. One is trying to crack a walnut with her hand, but doesn't seem to be getting anywhere. A very old man carries a hot pan that is heavy and places it on the table. He takes the hand of one lady and starts walking around the table and then another lady joins them but then laughs and goes back to the table.

Pre (24)

A lady very upset about something important to her.

Ladies and a few gents preparing a luncheon or something for a crowd of people.

They seem to be having fun.

Two guys playing chess game they liked.

Two guys playing handball or hand tennis in a gym, working hard.

Girls playing tennis or badminton or ping-pong, having fun.

A conference going on.

One more thing stands out in my mind, but I can't remember it.

Post (67)

An old lady talks to man about something important to her. She is upset and depressed.

Ladies prepare food in kitchen. A few gents around. All have fun. Man dances with two ladies.

Playing handball, working hard at it, but seems to enjoy it.

Boy and man playing chess. Puzzling game. They seem to like it. Man upset, boy enjoys himself.

Girls playing having fun. They run, free. Enjoying life.

Old lady and man, maybe son, talk about her. She is very upset. Daughter is involved. Old lady leaves. Man and woman very sad.

Pre (8)

Two young boys (probably brothers) are eating breakfast (shredded wheat). Dad comes in and speaks to them briefly. Dad walks out and speaks to mom in the hall. Dad is angry, somewhat exasperated. Mom is pleading with him. Twice he turns away with a disgusted look. Mother-in-law comes in - does not look at them, walks by, saying something (they have probably been arguing about her - mom wants her to stay, but dad just can't live with old mother-in-law. M-I-L is probably saying something like, "I know you don't want me to stay, so I'm leaving. I have no use here anymore "anyway. "

Post (51)

Two girls running, excited. People sitting at a meeting, smiling.

Two men playing chess - one (smugly) takes the other one's piece (he is rather surprised). They are enjoyng themselves. Men playing some sport, in a gym, a quick shot.

Old men and women in a kitchen cooking. A man walks in, he is offered a pancake by one of the women. Everyone is smiling, enjoying themselves. Cutting up many vegetables - must be preparing a feast, looks delicious (I didn't have dinner). Man and woman begin to dance around the table - others join them, very briefly. All go back to their cooking.

Pre (22)

At the beginning there were different types of happinesses: playing handball, playing chess, cooking and talking. But at the end a woman seemed rather frustrated, and didn't know what to do.

Post (65)

Different types of activities, same as before, nothing special. The older woman was very upset. Unpleasant scene at home. She talked to her son who became angry with his wife. When older woman left they were sad. Felt sorry for all of them. Glad old woman joined group. Happiness is being together. Everybody enjoys themselves, having fun.

Pre (33)

The first segment was part of a soap opera called Days of our Lives (I think).

Unfortunately I watch these things and know quite a bit about its background. The man on the couch is in the middle of court proceedings. He and his wife adopted a baby but his wife died and the baby's original mother is trying to reclaim it. The girl on the couch with him used to be his baby-sitter and at one time was acquitted for killing her own child. At any rate she has been a great moral support for him and feelings of attachment are beginning to grow. The VO5 advertisement did not bring to mind much of anything except the great manipulation of words these ad writers have.

Then we switched to the Newlywed game with B N. (I think). This is a question and answer game to see how well newlywed couples really know each other. Since I am newly wed myself, my husband and I watch it quite a bit. The silence in the game frustrates me because TV only silences it to censor, which happens quite often in this game and all you hear is audience laughter. It frustrates me not to know what was said. The last minute or so we switched back to the soap opera in time to catch the parting scene and a goodbye kiss leaving the girl with a very worried expression almost to say does he or doesn't he.

Post (76)

The first scene took place in a hospital. Two nurses at the nurses station were talking on PA systems or telephones. Each had a very anxious look. At first I took it as being that concerned look that nurses give until the scene switched to the hall and an examination room where everyone was extremely concerned probably due to a disaster.

The channel changed to the Dating Game where there was an obvious change in mood to a gay, happy, animated verbalization.

The last channel change was to another soap opera I was not familiar with. The conversation was between a man and what appeared to be the maid servant.

Whatever they said brought a look of disgust from her and a sort of smug grin from him. I imagine he was just teasing her.

APPENDIX H

Kendall Coefficient of Concordance: W For Two
Independent Judges

MOVIES				
Study		W	df	χ^2
September 1969	PRETEST	.96	18	34.56***
	POSTTEST	.95	18	34.20***
December 1969	PRETEST	.98	17	33.32***
	POSTTEST	.97	17	32.98***
February 1970	PRETEST	.95	14	26.60*
	POSTTEST	.96	14	26.88**

* $p < .05$

** $p = .02$

*** $p < .02$

APPENDIX I

INSTRUCTIONS

PLEASE READ THE FOLLOWING BEFORE YOU START:

Look around you. . . then sit down, turn the tape recorder on.

Mention your name and describe for the next five minutes everything you see in this room.

The timer will help you keep time. When you are ready, turn the knob on the timer to the figure 5. The timer will buzz at the end of the time period.

When you finish, please turn the tape recorder off. (The ON-OFF button is on the mike.)

THANK YOU FOR YOUR COOPERATION.

NOW BEGIN.

APPENDIX J

CODING INSTRUCTIONS

The enclosed are written reactions of people to various situations. Please read each of them carefully and circle all the words, or sentences, which display emotion or affect, either positive or negative.

Examples of emotion, or affect, producing words are:

Beautiful; Nice; Happy; Glad; Ugly; Great;

Oh my God; I feel pain; Playfully; Good time;

Tense; Blank expression; Pathetic; etc.

You will receive four reports at a time.

Thank you for your cooperation.

CONTROL

Pre (53)

MY name is I am sitting in a seminar room by myself and looking around at certain things that were set around me. In front of me on the table I see one cigarette, Kent with filter, also there is dragon dominos with a picture of a dragon on the box. The box is red and yellow and some of the dominoes appear to be missing. At least the box is not completely full. In front of me is the direction sheet which tells me what to do, how to set the timer. There is also the Springfield Union. It's a newspaper which is on the table in front of me. Beside me on my right there is a Holocaust, ah, a book Holocaust and Rebirth. On the book, on the cover flames. The picture of flames. To my right there is a blackboard which runs the length of the wall. A greyish door which takes up another part of the door. And leaning against the blackboard is a poster with three young boys on it. One negro boy and two white boys and a man reaching his hand toward one of the children. The child is reaching out to grab his hand. It's a red. . . it's a poster for a red cross campaign. Also leaning against the wall is a picture of what appears to be a chinese girl and a lamb, under her arm. She is dressed in a pink dress and pink sweater and she is sitting in the middle of woods and flowers surround her and white birch trees. To the left of that painting there is another painting which is modern art. To Shim from x. This picture represents to me. . . looks like the devil. Part of the face is red. Part of the hair is across the head

and the eye is starey. It looks very much like the devil. In the back of the room are three windows with white shades drawn half way. On the ceiling there are three rows of three lights which are fluorescent. There are two vents on the ceiling. The ceiling is acoustie and has little holes in it. There are three doors in this room. Two grey and one purple and two of the doors have the hinges on the inside of the room in which I am in. The third door which is on the right side of the room is grey. The hinges are on the other side of the door, at least this is the way it appears to me. There are empty desks in the room arranged in a semi-circle around a table which is a large table made up of small tables which are in the center of the room. Around the table which is in the center of the room are green chairs. Behind me there is a grey wastebasket. On the wall there is a clock; there is a thermostat. On the same wall directly under the clock there is a bulletinboard. The floor is grey with brown and white spots and it has a brown baseboard. The room is very dull, very ordinary. It gives me an eery feeling of being all alone in this whole place and I don't think I like that feeling very much.

Post (54)

On the blackboard is written: Work for peace, Oct. 15. I don't know what that means. Probably there is going to be some sort of a sit-in or some thing. Ahm. . the room is empty except for desks which are arranged in a square around the room and there are three tables in the middle with ah the greenish chairs around them. I am sitting at another table on a green chair. On the wall there is a clock which now reads nine thirty, and under that there is the bulletin-board, which is totally empty. There is a thermostat beside the bulletin-board. There are three doors leading out of the room. One is purple the other one is grey. Two of them have the hinges on the inside of the door and one of them have the hinges on the other side of the door because I can't see it. There are three windows on the other side of the room and each of the three has the shade pulled half way. There are three lights and three rows of three lights each on the ceiling. The ceiling is acoustie. The walls are white. The floors are grey with white and brown sprinkles in the tile. It's really a very dull room, no not too much color in it. I don't like it at all. Outside of these two paintings and the purple door, in front of me on my left there seems to be some sort of a vent in the room. There are also two vents. They are square. One of the windows in the back of the room is open, the other two are closed. One which is open is open only partially. That's a clock in front of me, ticking my 5 minutes away. There is a tape recorder in front of me. Solid state tape-recorder panasonic and it is plugged in the socket which is on the left around the room. There is a

brown baseboard along there . . . there is a line against the wall which is . . . probably some desks bumped against the wall and made almost a continuous line around the room. The paint is scraped off. The painting of the little girl is on a grey chair. The painting of the modern art is on one of the grey chairs like the one I am sitting in. There are 13 green chairs in the room. 15 of the brown wooden desks. There are left handed desks and right handed desks...

Pre (71)

My name is. . . I'm supposed to look around in the room and see what I see. Naturally there are desks and chairs and tables since this is a classroom. Right in front of me there are 3 windows. There are two paintings sitting on chairs directly in front of me. One is kind of ugly and I don't even want to look at it. The other one is really very pretty. Looks like a little oriental girl almost like she is in the field holding a little lamb. There are flowers and trees and lots of nice little green things all around. She has ribbons in her hair. She's wearing a pigtail. She's really cute. And to my right there is a poster from the Fair Share and its got three little children looking up at someone. They really look like they're looking at this person, oh, like he is a friend. They look almost awed at the person. And there is a big book sitting next to me and I don't care to look at it because I'm kind of sick looking at books. And in front of me there is a box of dominoes. I guess there are no dominoes in it. Yeah the box isn't full through. And there is a cigarette to my left its a filter cigarette its a Kent. And right in front of the dominos there is a little silver gum wrapper or some thing. And into my far left there is a Springfield Union. Ahm it's this mornings Springfield Union and it. . . its. . . it was evidently sent to the J. C. C. in Springfield. Let's see, that's about all I see in the room. I guess I'll look in the book and tell you what's in there. It's entitled Holocaust and Rebirth. . . it has 385, 386 pages counting the index. Oh, there are pictures it looks like it might be interesting. I sit down to read it. And sitting behind the poster on my right there are a few

tapes. They are probably used by those who were here before me. There is a wastebasket down on the floor to my left and there is the back of the room. There are a few chairs. I don't know what else to say except I like the picture I mentioned before. The one with the little girl. She must be about 4-5 years old and she is wearing a cute straw hat with a red ribbon on it. A pink dress on her. She looks like she is really happy to be with the lamb out in the field. Looks like a day like today. . . .

Post (72)

Oh here I am again in this room except I am facing the other way in the opposite direction of where I was last week. Ahm there are the same two pictures sitting in front of me. One is the ugly one that I still don't like to look at. And the other one is the little girl with the lamb. She is still out in the field. And behind me on the blackboard there is printed up in large capital letters: Work for peace October 15 and . . . to my left on the board with the same Fair Share poster with a hand reaching out to three little children. I am looking at. . . I am looking at the one, it looks like my friends little brother. He looks almost happy. The other two look sad and wanting. The poster is by the Pioneer Valley United Fund and Red Cross Campaign. There is chalk on the board and, let me see. . . On the table there is an eraser. Ahm, first of all there is the tape recorder and there is an eraser with dust scattered all over it, and under it. And there are three pens and one pencil. The pencil has the point broken off. And there is a bag, inside the bag there is a pen and a pencil and I guess a tape for the ahm tape-recorder and there is also another ahm tape. To my right there is ahm a Springfield Union and its from Thursday morning, Sept. 18. A page is open so probably someone has been reading it. And there is ahm. . . Oh it says Springfield Union. . . it's a big paper. There is the same package of dominoes and there's two more tapes and the same book that was there last week Holocaust and Rebirth. I don't like it. Just don't like it.

Pre (29)

O.K. well, I see an ashtray right in front of me. . .there is two of them, in fact one of them got some cigarette butts the other one is very clean, and then there is a third one around here with candywrappers in it and I don't know. . .and then there's a telephone book and its lets see, the telephone book is a 1969, its a new one. There are quite a few books. There is Trends and Issues in Jewish Social Welfare. There's a lot of things about Jewish things here, like there is a Menorah candles and the candles are about half way burned and there's one book by M.K., The future of the American Jew and here we got ahm Holocaust and Rebirth and I don't know what its all about. Well I am opening it up now. I guess it's something about Jews. . .its about a rebirth of people. . .Then there is some nice paintings around here. I don't know, well, one of them a print in a frame of a little girl and a lamb and there is a blackboard and there's a lot of chairs around the room with 2 tables. Leaning against the blackboard there's a painting that I don't know, funny it looks like, .well, just funny I don't know. It looks like a finger painting with a lot of paint in it. Ah let's see, there's of course the tape recorder here, another ashtray on another table which is. . .there's let's see, one, two, three, four, five, six, seven, ten, eleven. . .sixteen. . .there are sixteen chairs in the room and behind the blackboard there is a whole box with toys in it. . .There's some balloons that look like they suppose to be something. They suppose to be covered with paper, I guess it's like we made them in the 5th grade in school.

Post (30)

Hi this is. . . and I am again here in the room and I'll speak about the room and tell all about the room and tell all what I see in it. Ah the door is closed and there is somebody outside the room looking in the window. I don't think he's supposed to ahm, let's see in the room. There are two tables in the middle of the room and then the tables looks like they are set up so that so that they are not in one place. There is no space between the tables and chairs. There are three chairs around the side and there is three chairs on the left and three chairs to the right. I'm sitting on a chair and there are more around me and behind me. And also there is a painting here that says, ahm something it looks like it says something. . . it looks like a face with a mouth, an eye a nose, its really hard to tell. The painting is done in brown, yellow, orange, grey, black. And then there is a blackboard behind it, and then there is another painting looks like Mary had a little lamb sitting on the chair. Now let's get back to the table. On the table of course there is the tape recorder and the mike. There is a piece of paper with the instructions on it. There is a telephone book, there is ahm a book its a paperback its white paper on Society Jewry submitted to the president of the United States by the American Jewish Conference on Soviet Jewry dated April 1968. Then there is a yearbook, a Hertzl yearbook volume three that's by Hertzl and then there is another book Trends and Issues in Jewish Social Welfare in the U. S. 1899 to 1958 by - - - and - - -. And there is here a book that's in Hebrew

and I see a lot of pictures. It's about the Rebirth and Holocaust ahm Bergen Belzen 1945 to 1965 and that book is kind of interesting. It has a lot of pictures and all the captions are in Hebrew and there is a translation into English. Half in English and half in Hebrew. And let's see there are balloons and papers.

Pre (15)

My name is. . . and suppose to look around and see what I see in the room here. First I am going to put my glasses on. First thing I see is a painting. Its a girl. She is very pensive, very calm. Her clothes aren't really rugged but very very young. I'm uncomfortable. It's not the right word maybe but. . . Next picture I see, I don't know looks like a city looking over a river. It got a lot of blues in it. It's pretty and calm also its still. It looks like a morning picture, something that's happening in the morning. Let's see, I see a book called Trends and Issues in Jewish Social Welfare in the U. S. This is a history of the American Jewish Social Welfare which I haven't read. Ah, very big book, got a blue cover the title of the book. . . oh, another book I see is Hertzl Yearbook which I have to look at because I don't know anything about it. I can fill in the time I have 5 minutes so I'll find out what is it all about. I can see a lot of chairs around, a couple of tables, ashtrays. A big blackboard and another picture of a little girl ah hugging a lamb and it looks like its in a forest with a lot of trees in it. Kind of dense with flowers and the girl has a straw hat on. And let's see, she has a brown sweater on with pink dress and she looks very happy, and this must be a pet lamb with a couple of birch trees. I see a box on the floor with a lot of toys in it, but the three pictures have been obviously set up so we can describe them. And this is probably being used as a club room. And what else, I guess some puppets, balloons or something that are painted on the shelf here and a dog, a pink dog;

and let's see, there's a wastpaper basket, and let's see, I shall look and see what this book is about. It's a yearbook. This Hertzl yearbook which I already said. . . I am not a very fast reader so don't know if I can skim through it here. . . Oh, well, its about commemoration of a man who is called the father of the Jewish state. Ah, let's see there's also a ahm, telephone directory here and I really think that part of my conversation wasn't taped. This is really kind of fun just sitting and talking to yourself and let's see what else do I say. Well of course the tape recorder and what a match book and ashtray. The ashes in the ashtray. . . I didn't think these things you supposed to notice but. . .

EXPERIMENTAL

Post (16)

Ili, my name is. . . I am in this room again and I don't know. . . supposed to look at everything in here and describe what I see and somehow it just doesn't seem very fair. Maybe I am more aware now, I don't feel more sensitive but I am more aware. . . I don't know, I lost the train of thought but anyway, ahm, the first picture that I see here is ah, a painting which I like. It has a lot of vivid colors and the strokes look very heavy and the paint is very thick on the strokes. Ahm, it appears that it looks kind of a clown except the faces are very, I don't know, sharp. I don't know, it's not a happy face at all. I think the clown should be. . . ah, but the colors remind you of a clown. The oranges and the reds and the kind of bulbous nose, and ahm the hair. I guess on the top of the head there is, you can see the different strokes there, ahm black, yellow, brown, just stands out. I really like it. And ahm part of the painting is very smooth and ahm and around the mouth, the eyes the paint gets a lot thicker clumpier like and there is something off to the face. This is the face to the right and ah, off to the left, I can't really make out what it is but I, but the face really affects you right off ah, may be it is because of what it does to me. On the bottom of the picture there is a name to - - - from - - -. That line doesn't mean much. There is also another picture ahm of the little girl again holding the lamb and this, I don't know, it doesn't look like real painting. Somehow it doesn't have the brush strokes that you

see in the other painting. It looks like something that was made of water colors or something like that and ehm the girl has her arm around the lamb I don't like it very much. It's a quiet picture, too calm for me. She looks happy though. I just don't like this type of a picture. It makes me uncomfortable, it's very unreal. It was ehm, the training was a good experience. I really enjoyed it. Well it's time to go...

Pre (13)

. . . I am sitting in a small square room with. . . around these walls chairs, two tables with various paraphernalia on the tables and two pictures sitting on chairs. One leaning on a blackboard. The first picture . . . ah it is a man talking to a microphone. The colors are very vibrant almost thrown on. . . Oranges and yellows. The microphone is brown with almost a hook on it. . . There are four gray red lines on the upper left of the painting. . . I don't know what they are or what they're doing there. . . ah. . . the other paints were primitive. . . Small girl. . . a lamb. . . ah. . . sitting of course. On the table there are four books. The Springfield, Mass., phone book, April 1969, book Holocaust and Rebirth, Bergen Belzen 1945-1968, Future of American Jews by M K and Trends and issues of Jewish Social Welfare in the U S 1899-1958. There is also a Chanukkah menorah with 9 candles. . . burned down half way. . . I go back to the picture. . . ah once more. . . it, it puts me on edge. . . it doesn't seem to. . . relate to the entire room. . . The room gives a feeling of warmth possibly because the experiences that I have had ah. . . with children's groups, leading children's groups in this room. . . the paint. . . it has. . . the room itself has a feeling of warmth but, ah. . . almost in remembering the fun I have had here but the picture is sort of sets these feelings on edge. With its colors and its lack of clarity. . . the. . . black lines on it are almost. . . with the oil paint filled on it. So it's almost 3

dimensional. . . sort of vibrates with. . . and is just opposed to the orange. . .
which is very very bright. . . and. . . which in turn is high contrast with the
yellow. . . with the four lines on the fringe. Looking once more on the tables. . .
I noticed that the three books have to do with Jewish identity and in this time of. . .
of. . . when a minority is trying to express it's pride. . . the idea of black pride
ah. . . I found that so many people are ashamed of what they are and here is a
book about concentration camp. . . and what better way to show the American Jew
. . . that his. . . ancestors have been persecuted and there is no reason at all
why he should not be proud and stand up for his . . . what he is and what his back-
ground is.

Post (14)

. . . sitting in the room looking around I see a relatively small room. . . clean walls, two paintings, a blackboard, a few books on the desk in front of me. . . ah hanukkah menorah with burned candles,. Ah on the desk in front of me, and some chairs around the room. Looking closer my eyes are first struck by the painting with vivid orange and yellow colors. Lines, series of lines. . . it seems like horizontal lines broken up by four rather diagonal lines. The second painting although not so vivid and not so interesting is a rather primitive work of a girl. Her arm around a lamb, ah. . . sort of studying in horizontal. The flowers keeping up with this idea of horizontal lines. The books on the table in front of me. . . The books are the Springfield, Mass., April 1969 edition of the telephone book. Ah a white rough paper called a paper on Soviet Jewry submitted to the president of the United States by the American Jewish Conference on Soviet Jewry. A shiny blue and black book, Trend and Issues in Jewish Social Welfare in the U S. 1899-1958, a Hertzl Yearbook binded in sort of a rough paper cover. Plain cover black and white printing, and a book whose back cover is in Hebrew, the English is on the front cover: Holocaust and Rebirth, Bergern Belzen 1945 to 1965. The Menorah, the candelabra is the same way. . . the candles rising up vertical. . . Looking over the entire room the contrast between lines and circles is here. Near the wall, the very very square blackboard which has a square painting on it. It's kind of nothing. My eyes looking over. . . back of me is a rather vivid painting It is very powerful. The artist seems to be troubled. The colors are almost as

being. . . maddening. The colors are so vivid and so darkening that this seems to be in contrast to the candles. . . . The books in front of me are all related to the issue of Jews in the world today in Germany, Israel and the United States. . . ah, to Russia. And I think of the different living styles of the Jews in all these countries. . . from the United States where we are another minority in the so-called melting pot in which we keep our identity. . . . ah Israel where we certainly have a home. Germany where they attempted to annihilate us and Russia where this annihilation is still going on in the 20th century. It is sad but the reality is always sad for us. . . .

Pre (55)

. . . I am sitting in a square room and there is a purple or lilac color and right as you come in to the door through the door on the left hand side there is a wall thermostat and right next to the thermostat on the wall there is a bulletin board with nothing on it. The bulletin board is trimmed with wood and above the bulletin board there is a clock and its 7 minutes of 8 right now. Along the other side of the wall are lines of chairs and all. . . they are all arm chairs and all the arms are on the right hand side. There is a grey door and more chairs, and then there is a corner with nothing in it. As I sit in a chair, I face windows. There are three sets of windows, each has a white curtain and in front of all the windows there are chairs again and this time there are few left hand chairs. Also on the other wall there is another door and there is a brown blackboard. On the blackboard there is an eraser and also a poster. The poster is of children and one grownups hand. Kind of a giving poster. In the middle of the room there are 3 tables. They are rectangular tables and two of them are pushed together to make a square and the other one is. . . out around the tables there are green armed chairs with soft cushion seats. They are all the same except for one chair that has a painting, interesting painting that reminds me of a face. A face both full face and side view. It's done in 4 colors: orange and yellow. There is another chair that is close to the door. It has nothing on it. There is a chair next to the blackboard which has a picture on it. This is not a painted picture but looks like a replica. Its of a

young girl in the forest with a lamb. She seems to be very loving with this lamb. On the table that I'm sitting next to there is a Springfield Union, the timer, a Kent cigarette, a package of dominoes, the instruction for this recording, the tape recorder and a large book. Behind me there are two chairs. There is a brown paper bag on the arm chair along with the small box that has a cover. . . the folding chair has nothing on it and it's faced away from the arm chair. There are two fixtures on the wall presumably for electricity and right below the dark one there is a wastebasket and there is not much in the wastebasket. There are three lights on the ceiling with three parts each and there are two air vents. . .

Post (56)

. .I am sitting in a small room with two windows and a door. On the table in front of me is a brown paper bag and inside the bag is a box. And there are similar boxes, . . .grey boxes. On the table there is a box of dragon dominoes and the dragons on the dominoes. . .on the left column the domino. . .the dominoes are not completed filled. . . it is not up to the top of the box. The painting is near the window and still looks like two faces to me. One full face and one profile. There the orange is predominant now and I also see that it was given to Shim as a present. There is a table in front of the window and on it is a book and inside the book are many pictures and they all seem to be of concentration camps. It's very depressing type of pictures. They are not happy at all. They show a lot of agony, suffering of people. I pause while I look at the book and see just masses of people in agony and being subjected to all sorts of torture. It seems out of context now to look at the picture of the young girl with a lamb and of a fantasy forest which it seems very happy. She seems happy and even the lamb seems to be smiling. I look around and there is the poster. And the poster is of three children. They are all looking up in kind of. . .kind of a hoping fashion. And there is one adult's hand, palm up facing down. There is a door and chairs. I don't feel comfortable talking into a machine. I am just not comfortable so I'll stop now.

APPENDIX K

KENDALL COEFFICIENT OF CONCORDANCE: W
FOR TWO INDEPENDENT JUDGES

AUDIO-TAPES

Study	W	\overline{df}	χ^2_x
June 1969			
PRETEST	.99	18	35.64**
POSTTEST	.97	18	34.92**
September 1969			
PRETEST	.99	14	27.72***
POSTTEST	.99	14	27.72***
December 1969			
PRETEST	.96	15	28.80***
POSTTEST	.96	15	28.80***
February 1970			
PRETEST	.98	13	25.48***
POSTTEST	.97	13	25.22*

* $p < .05$

** $p < .01$

*** $p < .02$

APPENDIX L

TEA: TRAINING FOR EFFECTIVE ATTENDING

APPENDIX M

TESTS OF THE ASSUMPTIONS FOR THE APPLICATION OF THE ANALYSIS
OF COVARIANCE

INSTRUMENT	STUDY	COMMON SLOPE	HOMOGENEITY OF VARIANCE	DECISION
1. <u>MSGO:</u>				
a. Self Concept	Sept. 1969	F(1, 17) = 18.9938* probability of F = .0007	F Max(2, 9) = 1.26**	Not applied
	Dec. 1969	F(1, 13) = 11.5320 p of F = .0049	F Max(2, 8) = 1.74	Not applied
	Feb. 1970	F(1, 11) = .6141 p of F = .5448	F Max(2, 6) = 1.40	Applied
b. Perceived Response of Others	Sept. 1969	F(1, 17) = 7.3696 p of F = .0141	F Max(2, 9) = 3.43	Not applied
	Dec. 1969	F(1, 13) = 3.5320 p of F = .0800	F Max(2, 8) = 3.61	Not applied
	Feb. 1970	F(1, 11) = .0050 p of F = .9434	F Max(2, 6) = 1.29	Applied

INSTRUMENT	STUDY	COMMON SLOPE	HOMOGENEITY OF VARIANCE	DECISION
2. ACL:				
a. Total	Dec. 1969	F(1, 14) = 2.4368 p of F = .1379	F Max(2, 8) = 6.96***	Not applied
	Feb. 1970	F(1, 9) = .7137 p of F = .5755	F Max(2, 6) = 1.29	Applied
b. Favorable	Dec. 1969	F(1, 14) = .0001 p of F = .9903	F Max(2, 8) = 4.39	Applied
	Feb. 1970	F(1, 10) = .6215 p of F = .5460	F Max(2, 6) = 1.08	Applied
c. Unfavorable	Dec. 1969	F(1, 14) = 4.3049 p of F = .0545	F Max(2, 8) = 2.94	Not applied
	Feb. 1970	F(1, 11) = 14.4259 p of F = .0032	F Max(2, 6) = 1.06	Not applied
d. Affiliation	Dec. 1969	F(1, 10) = 2.6893 p of F = .1294	F Max(2, 6) = 1.18	Not applied
	Feb. 1970	F(1, 8) = .1787 p of F = .6849	F Max(2, 4) = 5.89	Applied

INSTRUMENT	STUDY	COMMON SLOPE	HOMOGENEITY OF VARIANCE	DECISION
e. Intraception	Dec. 1969	$F(1, 15) = .2460$ p of $F = .6318$	$F \text{ Max}(2, 8) = 2.22$	Applied
	Feb. 1970	$F(1, 11) = .1562$ p of $F = .7010$	$F \text{ Max}(2, 6) = 1.84$	Applied
f. Abasement	Dec. 1969	$F(1, 15) = 5.0223$ p of $F = .0386$	$F \text{ Max}(2, 8) = 2.87$	Not applied
	Feb. 1970	$F(1, 11) = .0164$ p of $F = .8957$	$F \text{ Max}(2, 6) = 1.45$	Applied
3. <u>MOVIES:</u>	Sept. 1969	$F(1, 15) = 3.0432$ p of $F = .0984$	$F \text{ Max}(2, 9) = 4.38***$	Not applied
	Dec. 1969	$F(1, 14) = 1.6610$ p of $F = .2165$	$F \text{ Max}(2, 8) = 1.24$	Applied
	Feb. 1970	$F(1, 11) = 2.5938$ p of $F = .1329$	$F \text{ Max}(2, 6) = 7.77***$	Not applied

INSTRUMENT	STUDY	COMMON SLOPE	HOMOGENEITY OF VARIANCE	DECISION
4. <u>TAPES:</u>				
	June, 1969	F(1, 14) = .3693 p of F = .5592	F Max(2, 9) = 1.38	Applied
	Sept. 1969	F(1, 11) = 4.8005 p of F = .0488	F Max(2, 6) = 1.58	Not applied
	Dec. 1969	F(1, 12) = 5.3430 p of F = .0376	F Max(2, 7) = 4.55	Not applied
	Feb. 1970	F(1, 10) = .7628 p of F = .5931	F Max(2, 5) = 1.49	Applied

* Accept at probability level higher than 40%

** F Max Table

*** λ .95

APPENDIX N

TABLES FOR THE ANALYSIS OF COVARIANCE

Instrument	Study	Pretest Mean	Posttest Mean	Adjusted Posttest M	df	F	
1. <u>MSGO:</u>							
SC	February 1970						
		Exp.	60.57	41.56	38.07	1, 12	13.452*
		Cont.	44.50	44.25	47.56		
PRO	February 1970						
		Exp.	55.85	40.29	34.18	1, 12	11.691*
		Cont.	38.37	39.25	44.59		
2. <u>ACL:</u>							
Total	February 1970						
		Exp.	55.00	51.80	49.57	1, 10	1.162
		Cont.	51.25	45.75	47.14		
Favorable	December 1969						
		Exp.	39.40	44.70	45.28	1, 15	4.674**
		Cont.	40.75	48.83	55.22		
	February 1970						
		Exp.	39.33	48.83	52.22	1, 11	6.010**
		Cont.	46.75	45.00	42.46		

APPENDIX O

THE MANN-WHITNEY U TEST

Instrument	Study	U	U adjusted for Ties = z	p
1. <u>MSGO:</u>				
Self Concept (SC)	September 1969			
	Pre	43	.84	N. S.
	Post	22	2.33	.0099
	December 1969			
	Pre	29	- - -	N. S.
	Post	14.5	2.05	.0202
Perceived Response of Others (PRO)	September 1969			
	Pre	16.5	- - -	<.01
	Post	47.5	.53	
	December 1969			
	Pre	19	- - -	N. S.
	Post	10	- - -	<.01
2. <u>ACL:</u>				
Total Adjectives	December 1969			
	Pre	7.5	- - -	<.01
	Post	14.5	- - -	<.05

Instrument	Study	U	U adjusted for Ties = z	p		
Unfavorable Adjectives	December 1969	Pre	20.5	- - -	N. S.	
		Post	13.5	- - -	.025	
	February 1970	Pre	26	.23	N. S.	
		Post	8.5	- - -	.010	
	Affiliation	December 1969	Pre	34	.49	N. S.
			Post	25.5	1.34	.0901
Abasement		December 1969	Pre	39	- - -	N. S.
	Post		44	- - -	N. S.	
	3. <u>MOVIES:</u>					
	September 1969	Pre	34.5	.80	N. S.	
		Post	16.5	2.308	.0107	
	February 1970	Pre	14.5	1.59	.0559	
		Post	13.5	1.71	.0436	

3. MOVIES:

Instrument	Study	U	U adjusted for Ties = z	p
<hr/>				
4. <u>AUDIO TAPES:</u>	September 1969			
	Pre	26.5	- - -	N. S.
	Post	14	- - -	.060
	December 1969			
	Pre	30.5	- - -	N. S.
	Post	14.5	- - -	≈ .05
<hr/>				

APPENDIX P

THE SIGN TEST FOR CORRELATED SAMPLES

Instrument	Study	N	x	P
<hr/>				
1. <u>MSGO:</u>				
Perceived Response of Others (PRO)	September 1969			
	Exp.	10	0	.001
	Cont.	11	3	N.S.
<hr/>				
2. <u>MOVIES:</u>				
	February 1970			
	Exp.	7	0	.008
	Cont.	7	2	
<hr/>				
3. <u>PHYSICAL MEASUREMENTS:</u>				
Blood Pressure				
	June 1969			
	Exp.	14	3	.029
	September 1969			
	Exp.	9	2	.090
	December 1969			
	Exp.	9	0	.002
	February 1970			
	Exp.	7	0	.008

APPENDIX Q

THE WILCOXON MATCHED-PAIRS
SIGN-RANKS TEST

Instrument	Study	N	T	P
<hr/>				
1. <u>MSGO</u> :				
Perceived Response of Others (PRO)				
	September 1969			
	Exp.	10	0	<.005
	Cont.	11	15.5	N. S.
<hr/>				
2. <u>MOVIE</u> :				
	February 1970			
	Exp.	7	0	=.01
	Cont.	7	3	N. S.
<hr/>				
3. <u>PHYSICAL MEASUREMENTS</u> :				
Blood Pressure	June 1969			
	Exp.	14	14	<.01
	<hr/>			
	September 1969			
	Exp.	9	12	N. S.
	<hr/>			
	December 1969			
	Exp.	9	0	.005
	<hr/>			
	February 1970			
	Exp.	7	0	=.01
<hr/>				

APPENDIX R

AUDIO TAPES

EXPERIMENTAL GROUPS

June 1969		September 1969		December 1969		February 1970	
6.22	6.27	9.11	9.20	12.2	12.8	2.3	2.10
1. 18.0	24.0	1. 4.5	12.0	1. 10.0	19.0	1. 2.0	6.0
2. 10.5	20.0	2. 17.0	22.5	2. .0	14.0	2. 0.0	12.5
3. 12.0	19.0	3. 10.0	14.0	3. 7.5	12.0	3. 7.5	14.0
4. 3.5	10.5	4. 13.5	20.0	4. 9.0	18.0	4. 7.0	14.0
5. 3.0	6.5	5. 15.0	24.5	5. 4.0	11.5	5. 15.5	24.0
6. 3.0	1.0	6. 21.0	29.0	6. 23.0	35.5	6. 9.0	21.0
7. 12.5	20.0	7. 2.0	3.0	7. 18.0	24.5	7. 15.5	22.5
8. 13.0	27.0	8. 5.5	10.0	8. 15.5	15.5	8. 56.5	114.0
9. 15.0	18.0	88.5	135.0	9. 8.0	12.0		
10. 21.0	28.0			103.0	162.0		
11. 17.5	21.0						
129.0	195.0						
\bar{x} 11.72	17.72	\bar{x} 11.06	16.87	\bar{x} 11.44	18.0	\bar{x} 8.07	16.28

CONTROL GROUPS

1. 18.5	24.0	1. 9.0	5.0	1. 21.0	19.5	1. 8.0	7.5
2. 4.0	6.0	2. 6.0	3.0	2. 17.0	12.0	2. 11.5	17.5
3. 8.5	6.0	3. 12.0	8.0	3. 7.5	8.0	3. 1.0	1.0
4. 4.0	2.0	4. 18.0	26.5	4. 1.0	5.5	4. 7.0	9.0
5. 8.0	2.0	5. 7.0	5.0	5. 7.5	10.0	5. 17.5	20.5
6. 15.0	13.0	6. 15.0	17.0	6. 23.0	18.0	6. 29.0	22.5
7. 0.5	7.0	7. 12.0	14.0	7. 10.5	10.0	7. 24.0	17.0
58.5	60.0	79.0	78.5	87.5	83.0	98.0	95.0
\bar{x} 8.35	8.57	\bar{x} 11.28	11.21	\bar{x} 12.5	11.85	\bar{x} 14.00	13.57

MOVIE

EXPERIMENTAL GROUPS

September 1969

December 1969

February 1970

	9.11	9.20	12.2	12.8	2.3	2.10
1.	2.5	3.0	7.0	9.0	3.0	7.5
2.	7.0	9.5	1.5	8.0	6.0	10.5
3.	2.5	2.5	6.5	17.0	3.5	6.0
4.	5.5	8.0	6.0	13.5	5.0	8.0
5.	0.0	2.5	3.5	5.0	4.5	9.5
6.	1.0	1.0	2.0	2.5	6.0	11.0
7.	5.5	8.5	2.5	7.0	10.0	14.5
8.	5.5	6.5	5.0	11.0	38.0	67.0
	<u>29.5</u>	<u>41.5</u>	<u>41.5</u>	<u>90.5</u>		
\bar{x}	3.68	5.18			5.42	9.57

\bar{x} 4.15 9.05

CONTROL GROUPS

1.	2.5	3.0	1.0	1.0	10.0	3.5
2.	5.0	2.5	4.0	2.0	12.5	10.0
3.	6.0	6.0	8.0	4.0	11.0	11.0
4.	0.0	0.0	3.0	3.0	3.5	4.0
5.	4.5	1.0	4.0	5.0	9.0	7.0
6.	4.0	6.0	0.0	3.0	18.0	8.0
7.	9.0	3.5	5.5	5.0	4.5	1.0
8.	6.0	7.0	3.5	10.5	5.5	6.0
9.	4.5	3.5	<u>29.0</u>	<u>33.5</u>	<u>74.0</u>	<u>50.5</u>
10.	3.5	7.5	\bar{x} 3.62	4.18	\bar{x} 9.25	6.31
11.	9.5	8.5				
	<u>54.5</u>	<u>48.5</u>				
\bar{x}	4.95	4.40				

ADJECTIVE CHECK LIST (ACL)
December 2 - 8, 1969
(Standard Scores)

EXPERIMENTAL GROUP		FAVOR		UNFAVOR.		AFF.		INT.		ABA.	
TOTAL		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	41	43	51	54	49	52	62	50	64	45	45
2.	46	44	44	60	45	44	48	35	32	45	47
3.	38	45	42	47	44	46	42	66	67	56	59
4.	48	46	37	76	49	33	48	56	53	57	49
5.	46	52	48	45	42	42	57	56	64	28	43
6.	45	47	22	68	66	--	--	28	35	41	44
7.	40	40	51	45	42	46	49	68	59	57	48
8.	46	49	54	39	37	--	--	53	53	43	44
9.	59	55	20	55	76	20	34	32	30	71	67
10.	34	43	25	70	51	22	29	36	42	59	63
	443	464	394	559	501	305	369	480	499	502	509
x	44.3	46.4	39.4	55.9	50.1	30.5	36.9	48.0	49.9	50.2	50.9
CONTROL GROUP											
1.	49	48	50	48	45	39	42	49	48	40	38
2.	52	37	--	99	99	--	--	7	23	48	45
3.	72	67	65	68	73	--	--	58	58	68	70
4.	--	--	29	--	--	34	32	26	31	40	46
5.	57	57	37	50	46	46	57	44	59	38	37
6.	47	38	20	83	99	--	--	35	16	54	54
7.	60	67	42	91	96	52	60	49	49	57	59
8.	57	61	36	97	99	26	22	39	37	54	54
9.	48	52	47	51	59	44	34	56	50	51	55
	442	427	362	587	616	241	247	363	371	450	458
x	55.25	53.37	40.75	73.37	77.00	40.16	41.16	40.33	41.22	50.0	50.88

ADJECTIVE CHECK LIST (ACL)
February 3 - 10, 1970
(Standard Scores)

EXPERIMENTAL GROUP				FAVOR		UNFAV.		AFF.		INT.		ABA.	
TOTAL				Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	56	51		46	52	59	39	32	47	53	61	85	85
2.	--	--		--	--	46	46	--	--	43	41	43	43
3.	--	--		39	61	59	43	38	51	42	53	67	43
4.	59	60		31	45	49	44	29	49	59	56	64	64
5.	44	37		38	45	50	47	24	39	42	53	70	69
6.	63	58		41	44	50	44	51	57	50	53	53	49
7.	53	53		41	46	55	51	47	55	50	64	48	41
	275	259		236	293	368	314	221	298	339	381	430	394
\bar{x}	55.0	51.8		39.3	48.8	52.57	44.85	36.8	49.66	48.4	54.4	61.4	56.28

CONTROL GROUP

1.	38	38		29	26	73	73	24	27	25	28	39	43
2.	55	52		52	46	56	52	58	51	56	53	45	36
3.	59	58		57	57	46	42	--	--	58	60	52	59
4.	61	54		41	45	50	50	46	49	47	44	62	65
5.	36	30		45	36	49	52	27	36	53	42	50	59
6.	44	34		37	46	53	52	45	51	39	45	35	46
7.	50	43		51	42	55	54	42	34	51	46	35	33
8.	67	57		62	62	55	47	--	--	58	56	46	59
	410	366		374	360	437	422	242	248	387	374	364	400
\bar{x}	51.25	45.75		46.75	45.0	54.62	52.75	40.3	41.33	48.37	46.75	45.5	50.0

MISKIMINS SELF-GOAL-OTHER DISCREPANCY SCALE
(MSGO)
SELF CONCEPT (SC)

EXPERIMENTAL GROUPS								
September 1969			December 1969			February 1970		
9.11	9.20		12.2	12.8		2.3	2.10	
1.	62	48	1.	56	38	1.	47	36
2.	44	37	2.	55	40	2.	59	43
3.	75	31	3.	71	42	3.	53	36
4.	57	44	4.	62	48	4.	67	47
5.	59	39	5.	70	46	5.	78	53
6.	36	34	6.	59	50	6.	79	43
7.	62	41	7.	53	43	7.	<u>41</u>	<u>35</u>
8.	64	47	8.	42	34		424	293
9.	56	40	9.	39	32			
10.	<u>52</u>	<u>42</u>	10.	<u>46</u>	<u>32</u>	\bar{x}	60.57	41.85
	567	403		553	405			
\bar{x}	56.7	40.3	\bar{x}	55.3	40.5			

CONTROL GROUPS								
1.	59	54	1.	78	72	1.	48	49
2.	47	45	2.	85	84	2.	36	46
3.	44	45	3.	30	32	3.	43	45
4.	76	77	4.	83	83	4.	46	37
5.	32	37	5.	38	40	5.	59	52
6.	41	48	6.	85	88	6.	58	52
7.	91	91	7.	<u>65</u>	<u>69</u>	7.	26	32
8.	59	47		464	468	8.	<u>40</u>	<u>41</u>
9.	37	39					356	354
10.	46	46	\bar{x}	66.28	66.85			
11.	<u>57</u>	<u>56</u>				\bar{x}	44.50	44.25
	589	585						
\bar{x}	53.54	53.18						

MISKIMINS SELF-GOAL-OTHER DISCREPANCY SCALE (MSGO)
PERCEIVED RESPONSE OF OTHERS
(PRO)

EXPERIMENTAL GROUPS

September 1969			December 1969			February 1970		
	9.11	9.20		12.2	12.8		2.3	2.10
1.	51	43	1.	59	42	1.	41	29
2.	49	39	2.	46	38	2.	67	42
3.	67	29	3.	57	43	3.	42	28
4.	44	37	4.	44	35	4.	55	40
5.	62	39	5.	61	41	5.	66	49
6.	40	36	6.	56	42	6.	73	53
7.	50	37	7.	40	30	7.	47	41
8.	62	61	8.	45	30		391	282
9.	51	35	9.	33	25			
10.	57	43	10.	41	33	\bar{x}	55.8	40.2
	533	399		482	359			
\bar{x}	53.3	39.9	\bar{x}	48.2	35.9			

CONTROL GROUPS

1.	47	49	1.	65	64	1.	39	44
2.	38	34	2.	77	74	2.	37	44
3.	33	37	3.	20	21	3.	42	39
4.	45	52	4.	67	62	4.	36	30
5.	30	29	5.	34	44	5.	43	46
6.	37	45	6.	63	68	6.	48	45
7.	89	92	7.	<u>74</u>	<u>76</u>	7.	21	28
8.	39	46		400	409	8.	<u>41</u>	<u>38</u>
9.	30	33					307	314
10.	40	34	\bar{x}	57.14	58.42			
11.	<u>45</u>	<u>47</u>				\bar{x}	38.3	39.2
	473	498						
\bar{x}	43.0	45.27						

BLOOD PRESSURE

June 1969		September 1969		December 1969		February 1970	
6.23	6.24	9.19	9.20	12.4	12.5	2.6	2.7
1. 112	112	1. 106	112	1. 142	140	1. 128	120
2. 114	114	2. 102	104	2. 118	116	2. 120	108
3. 112	110	3. 110	116	3. 116	110	3. 110	110
4. 122	124	4. 120	116	4. 120	106	4. 110	104
5. 124	104	5. 118	108	5. 110	108	5. 116	110
6. 98	102	6. 120	128	6. 142	130	6. 110	102
7. 96	84	7. 110	110	7. 124	110	7. 130	112
8. 114	98	8. 128	130	8. 108	100	8. $\frac{102}{926}$	$\frac{100}{866}$
9. 110	100	9. 102	110	9. $\frac{122}{1102}$	$\frac{120}{1040}$	\bar{x} 115.7	108.2
10. 124	122	10. $\frac{122}{1138}$	$\frac{130}{1164}$	\bar{x} 122.4	115.5		
11. 122	130						
12. 98	88	x 113.8	116.4				
13. 110	96						
14. 94	86						
15. 110	98						
16. $\frac{116}{1776}$	$\frac{114}{1682}$						
\bar{x} 111.0	105.12						

RESPIRATION

June 1969		September 1969		December 1969		February 1970	
6.23	6.24	9.19	9.20	12.4	12.5	2.6	2.7
1. 18	12	1. 24	20	1. 24	20	1. 20	16
2. 16	20	2. 16	20	2. 20	20	2. 20	20
3. 16	16	3. 24	20	3. 20	20	3. 20	16
4. 30	24	4. 20	20	4. 28	16	4. 16	16
5. 20	18	5. 20	20	5. 24	20	5. 16	20
6. 20	20	6. 16	16	6. 20	20	6. 20	20
7. 25	18	7. 20	16	7. 20	20	7. 20	20
8. 24	20	8. 20	20	8. 16	16	8. $\frac{20}{152}$	$\frac{16}{144}$
9. 20	24	9. 20	16	9. $\frac{20}{192}$	$\frac{20}{172}$	\bar{x} 19.0	18.0
10. 16	18	10. $\frac{20}{200}$	$\frac{16}{184}$	\bar{x} 21.33	17.0		
11. 16	16						
12. $\frac{20}{241}$	$\frac{20}{226}$	\bar{x} 20.0	18.4				
\bar{x} 20.08	18.83						

PULSE RATE

June 1969		September 1969		December 1969		February 1970	
6.23	6.24	9.19	9.20	12.4	12.5	2.6	2.7
1. 76	68	1. 80	76	1. 80	80	1. 68	68
2. 88	72	2. 80	80	2. 80	72	2. 80	72
3. 80	82	3. 96	80	3. 76	68	3. 76	80
4. 78	78	4. 78	72	4. 80	68	4. 84	80
5. 78	72	5. 68	80	5. 72	68	5. 64	68
6. 78	68	6. 72	76	6. 68	68	6. 72	68
7. 80	78	7. 78	80	7. 80	76	7. 80	72
8. 70	72	8. 80	72	8. 72	72	8. $\frac{76}{600}$	$\frac{68}{576}$
9. 112	118	9. 76	72	9. $\frac{68}{676}$	$\frac{68}{640}$	\bar{x} 75	72
10. 84	64	10. $\frac{68}{776}$	$\frac{76}{764}$	\bar{x} 75.11	71.11		
11. 68	68	\bar{x} 77.6	76.4				
12. 80	80						
13. 68	60						
14. $\frac{118}{1158}$	$\frac{83}{1068}$						
\bar{x} 82.71	76.28						

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